



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 31033

Write a clear connected text in an applied context (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 write a clear connected text in an applied context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ensuring that the content, structure and organisation of the written text are appropriate to the topic, audience, purpose and text type • writing in a coherent and cohesive manner, with minor lapses • using a range of language features appropriate to the text type • using vocabulary relevant to the topic and applied context, and appropriate to the sentence structure • conveying meaning with minor inaccuracies. <p>This learner has written an information report in an academic context comparing secondary school systems in New Zealand and Japan.</p> <p>Content, structure and organisation are appropriate to topic, audience, purpose and text type. There is a clear introduction, followed by paragraphs on the differences between secondary schooling in the two countries. The conclusion restates the introductory point. Most topic sentences are clear.</p> <p>The text is coherent and cohesive. Ideas are presented in a logical, connected sequence. A range of different cohesive devices is used between and within paragraphs (1).</p> <p>A range of language features are used that are appropriate to the text type. Language is consistently formal and objective. Control of simple, compound and a range of complex sentences is demonstrated (2). Verb forms, active and passive, are used correctly (3). There are minor inaccuracies, especially in article use, but these do not obscure meaning.</p> <p>Vocabulary relevant to the topic and academic context and appropriate to sentence structure is used.</p>

Student 1: Achieved

Intended for teacher use only

Each country in the world has their own style of education system, but the purpose of each is to make children become energetic persons to live in a society. The system of education has been developed and improved in each country as time has gone by along with changes in generations. Each country's traditions, history and needs also put a great influence on their education system. This essay will focus on similarities and differences of secondary school systems by comparing two countries, New Zealand and Japan.

There is a large distance between New Zealand and Japan, so the difference of school system would also be large. To begin with, there are twenty to forty pupils in a class in Japan but only twelve to twenty-five in New Zealand. This means that New Zealand has about half class size of Japan so teachers can take care of each student more carefully, while Japanese students can absorb many opinions or thoughts from other students. Also, in terms of compulsory subjects, there is a big difference in two countries. The number of subjects Japanese students need to take is about fifteen through three years of high school and the curriculum has been determined. Therefore, almost all the students learn the same thing through a year. In contrast, in New Zealand, there is no subject required to take for Year 12 and 13 students aged 16 to 18. Year 11 students need to take English, Mathematics and Science though. New Zealand's school system respects students' autonomy much more than Japan so students can concentrate on what they really want to do from an early age.

In addition to the compulsory subjects, the years of compulsory education differ slightly in two countries. Compulsory education in Japan is six years of elementary school and three years of junior high school, so in total nine years. Despite that fact, nearly one hundred percent of children go to high school after junior high school graduation... The New Zealand government require parents to have their children educated for ten years from six to sixteen years old which is one year longer than Japan.

In spite of these differences, there are also a few similarities in education system of two countries. To give an example, both Japanese and New Zealander students are required to spend approximately 200 days a year in school. Although they attend similar numbers of days, the types of holidays are quite different. In New Zealand, for instance, students have two weeks holidays three times which are autumn, winter and spring break and six weeks for summer break. However, in Japan students have no autumn break but one month each for spring and summer break and two weeks each winter break. It is clear that each country has different types of holiday which suits the climate, environment and people's ways of working.

Consequently, education system of these two countries, New Zealand and Japan, are quite different in several ways but they seem similar in a few ways as well, so we cannot say that it is completely the same or different as a rule. Each country has developed their own style of education system so far, and they will surely continue looking for a better way which fits their own needs and society with changes in generations.

550 words

	Grade Boundary: Low Achieved
2.	<p>For Achieved, the learner needs to write a clear connected text in an applied context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ensuring that the content, structure and organisation of the written text are appropriate to the topic, audience, purpose and text type, with minor lapses • writing in a coherent and cohesive manner, with minor lapses • using a range of language features appropriate to the text type • using vocabulary relevant to the topic and applied context, and appropriate to the sentence structure • conveying meaning with minor inaccuracies. <p>This learner has written an information report in an academic context comparing secondary school systems in New Zealand and China.</p> <p>Content, structure and organisation are generally appropriate to topic, audience, purpose and text type. There is an introduction, followed by paragraphs outlining some similarities and differences between secondary schooling in the two countries.</p> <p>The text is coherent and cohesive. A range of cohesive devices is used to connect ideas between and within paragraphs (1).</p> <p>A sufficient range of language features are used that are appropriate to the text type. Language is generally objective. Simple, compound and some complex sentences are used (2). Active verb forms are used correctly.</p> <p>Vocabulary relevant to the topic and appropriate to sentence structure is used. Word choice is generally appropriate to the academic context, with occasional lapses in precision, e.g. <i>'things'</i>, <i>'good'</i>, and formality, e.g. <i>'lots of differences'</i>.</p> <p>For a more secure Achieved, the learner could use a greater range of vocabulary and complex sentence structures.</p>

② Each country in the world has their own school system. When we compare China and New Zealand, we will find that there are so many differences and similarities between the two countries.

There are a few similar things between China and New Zealand. At first, high school students need to wear school uniforms and they can leave school at the age of 15 or 16... Also, students will have one tutor teacher to tell them the school mission.

② Despite these similarities, there are lots of differences between the two countries' high school systems. The main difference is the way of teaching. New Zealand teachers are more flexible and give students more space to think of problems by themselves. In New Zealand, teachers prefer students to work independently or in a group. On the other hand, Chinese teachers are more strict and there is not much humour in the classroom. The students do not complete work independently. They just write what the teacher said. Furthermore, in China the final exam is the most important one. If a student fails that exam, everything else he/she did in that year is useless. In New Zealand, however, there are five tests in total and if students fail one or two, they still have a chance to resubmit the paper or even pass the course overall. In addition, New Zealand students spend 6 hours and a half per day at school, while Chinese students spend 10 hours per day. Besides, New Zealand students have 102 days holiday, but Chinese students have 90 days holiday. In China, parents will let their children go to extra classes in holiday, so most of the students do not have their own time to do what they like, such as sport, music, art.

① Another major difference is the curriculum. Every student must choose academic subjects in China, such as Maths, English, and Chinese. In New Zealand, students have more freedom in choosing their subjects. They can choose any kind of subjects. For example, Design, Drama, Art, Media and so on. Moreover, students are given a chance to change their subjects when the course does not suit them.

To sum up, secondary school systems in New Zealand and China are similar in a few things, but they also have their own ways of doing things. Both school systems are very good and it is fit each country.

396 words

	Grade: Not Achieved
3.	<p>For Achieved, the learner needs to write a clear connected text in an applied context.</p> <p>This involves:</p> <ul style="list-style-type: none"> • ensuring that the content, structure and organisation of the written text are appropriate to the topic, audience, purpose and text type, with minor lapses • writing in a coherent and cohesive manner, with minor lapses • using a range of language features appropriate to the text type • using vocabulary relevant to the topic and applied context, and appropriate to the sentence structure • conveying meaning with minor inaccuracies. <p>This learner has written an information report in an academic context comparing secondary school systems in New Zealand and Malaysia.</p> <p>The content is appropriate to topic, audience and purpose. There is an introduction, followed by paragraphs describing the differences between secondary schooling in the two countries. Paragraph organisation is logical with some lapses. There is no conclusion.</p> <p>The text is generally coherent and cohesive. A range of cohesive devices is used within paragraphs (1). There are no transition signals between paragraphs.</p> <p>A limited range of language features are used that are appropriate to the text type. Language is generally formal and objective. Simple, compound and some complex sentences are used (2). Inaccuracies in verb forms and punctuation occur.</p> <p>Vocabulary is relevant to the topic, and some words appropriate to the academic context are used. Inaccuracies in singular/plural use are frequent.</p> <p>To reach Achieved, the learner could improve text structure and use complex sentences and vocabulary with greater accuracy.</p>

Student 3: Not Achieved

Intended for teacher use only

Every child in the world needs to go to school, so that they're more active and also ready for their own future and prepared for their professional work. Also school prepares them to face the responsibilities of a grown-up world and learn about it so that they won't be struggling when they leave school. Malaysia and New Zealand school systems have many similarities. However, the schools in Malaysia and New Zealand have several differences. The school education system are different in every country. Also the system formed to suit the country system.

Malaysia and New Zealand school systems have many similarities. However, the schools in Malaysia and New Zealand have several differences. The first difference between Malaysia schools system and New Zealand's is the length of school holidays per year. The days of school holiday in Malaysia are 73 days per year, while in New Zealand the days of school holiday are 12 weeks of holiday..The number of schooling days per year in Malaysia is 214 days. While in New Zealand it is 230 days of schooling.

In Malaysia the school sports days are once every four months because school highly focus on the sports rather than on the academic subjects, but in New Zealand the sports days are once a year which is athletes day. Also schools in Malaysia sponsor a trip overseas for best sportsmen or women in the school. New Zealand school are more focused on education than on sports.

The school subjects in Malaysia are choosen by the school and it's depends on the grade or years. While in New Zealand the school let the students to pick their own subjects. Also both of the countries have many types of school. In Malaysia there is 5 types of school which is international school, public Malaysia, private, Chinese school and Indian school. But in New Zealand there is only 3 types of schools which is state (public) schools, state integrated schools and private independent schools.

328 words