



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

## **Exemplar for Internal Achievement Standard**

### **English Level 1**

This exemplar supports assessment against:

**Achievement Standard 91926**

Develop ideas in writing using stylistic and written conventions

An annotated exemplar is a sample of student evidence, with a commentary, to explain key aspects of the standard. It assists teachers to make assessment judgements at the grade.

New Zealand Qualifications Authority

To support internal assessment

Grade: Not Achieved

For Achieved, the student needs to develop ideas in writing using stylistic and written conventions.

This involves developing ideas using stylistic conventions appropriate to the audience and purpose, and using written conventions without intrusive error patterns that impede meaning.

The student begins to develop ideas by sequencing the events of the trip in chronological order. The recount lists specific details of activities such as beach games, the Captain Tamas Lagoon Cruise, and the hike up Te Rua Manga (The Needle). This shows an attempt to build a sense of activity and place through factual information. For example, "*The games that we played at the beach were capture the stick the fastest...*" and "*We were greeted with some beautiful songs from the staff...*".

Moments of personal response are included, such as expressing enjoyment "*I reckon my group won...*", boredom "*We got bored so we went back to the resort*", and interest in events like the Samoa vs Kiwi game. This indicates an emerging personal voice.

For Achieved, the student could further develop their ideas by adding reflection, explanation, or purposeful detail to consider the significance or impact of the activities. Selecting appropriate vocabulary, sentence structures, and other stylistic conventions to turn the recount into experiences shaped for a specific audience is needed.

Written conventions include several errors that affect fluency, but do not impede meaning. There are some examples of run-on sentences, missing or incorrect punctuation, and inconsistent capitalisation. The repetitive use of formulaic sentence starters such as "*After that...*", "*And then we...*", "*The next day we...*" could be edited to create variety for the audience.

Rarotonga:

We arrived at Cook Islands Rarotonga airport. We had to secure our bags, pack the van up and head straight to our resort. We arrived at Edgewater Resort, the place that we were staying at. After the reception we settled into our villas, walked around the whole resort, had a swim, opened some coconuts and then returned back to our villas to go to sleep.

The next day we woke up nice and early getting ready so we could have a nice fun day around the resort. The games that we played at the beach were, capture the stick the fastest. The second game was whoever can make the best sea creature by using five materials. I reckon my group won because the turtle that we made was a real cook island turtle. After the games, the resort was hosting a crab race, so we placed our bets on different crabs and lost. After that we went back to our villas and called it a night.

The third day we went to Captain Tamas Lagoon Cruises. When we arrived we were greeted with some beautiful songs from the staff, they were playing their drums and their ukulele. After that we hopped on the boat and headed off to our first destination. On the way I saw my very first turtle. Our first activity was going swimming with all the fish, visiting all the corals, and having fun in the water.

After that we had to shoot off to our second destination where we had to visit an island. On the way we were listening to some more music that the staff were playing and having a good time, and then we arrived. At the island we had a kai, listened to their show and watched their funny entertainment. And then we went for a swim and played some volleyball. After that our day was coming to an end so we hopped back on the boat, the staff sang their last songs, and then we headed back to our resort and called it a day.

The fourth day we went to the markets. I went to go buy the Cook Islands famous sarongs which is the Pareu. After that we just had a walk around the area, finding a good place to eat. We had a feed of burgers, and then we had another walk around . We got bored so we went back to the resort. When we got back we had to get ready, cause we had to go to Te Vara Nui. Te Vara Nui is a place where we can watch the cultural dances of the Cook Islands. In the middle of their performance I was watching the Samoa vs Kiwis game. I was hoping that Samoa would win but unfortunately they lost. We had a kai, and then we went back to the resort.

On day five we went to Te Rua Manga (The Needle) Mountain for a hike. We started our hike, made it half way and had a break. Then me and the boys walked down the mountain back to our vans, and the rest of the group kept on going, so we just left them to finish. We arrived back at our resort, had lunch and then relaxed. We went to pick up the group that finished the hike, came back and had a swim. After that we went to a burger place called Charlies. After our feed we climbed on a coconut tree to take photos and then got in trouble. So we went back to the resort.

On day six, our last day, we went to Ariki Adventures. We woke up really early in the morning, packed our stuff, and shot straight off to Ariki Adventures. We arrived at the place, got our gear ready, had a little talk about safety and stuff. And then jumped in the water, we had to learn how to use the sea scooters. And then make our way to swim with the turtles. We saw Turtles, a school of eagle-rays. And then we went back to the resort, packed our bags, went to sleep, and got ready for our skits. Our skits were the best because we did the fire dance, and the traditional dance of Rarotonga. After that, we went to Muri Markets and the beach, to have dinner and to make some tik toks.

The next day we arrived at the Rarotonga airport, wait for our plane. And then board our plane, to fly back to New Zealand.

Grade: Achieved

For Achieved, the student needs to develop ideas in writing using stylistic and written conventions.

This involves developing ideas using stylistic conventions appropriate to the audience and purpose, and using written conventions without intrusive error patterns that impede meaning.

The student develops, sequences, and structures ideas about the lack of job opportunities in New Zealand. The central idea is established in the opening paragraph by commenting on the “*struggles that people face with getting jobs*” and the “*economic and social consequences*” of inaction. Focus is maintained throughout the writing as the student develops several causes of the problem, including unrealistic experience requirements, competition, and unfair hiring practices.

Ideas are expanded with reference to personal experience, with the rhetorical question “*How am I supposed to get two years’ experience...?*”. Supporting detail on the issue is provided, such as the unemployment statistic from TVNZ and the reference to youth unemployment in the student’s hometown.

Stylistic conventions appropriate for an opinion piece are used to develop ideas. These include rhetorical questions, direct address, and assertive statements (“*Businesses need to wake up...*”), showing a clear personal voice. The ideas are structured logically, moving from the problem to examples, to solutions, and to a conclusion that restates the main point. Written conventions have no intrusive error patterns that impede meaning.

For Merit, the student could convincingly extend and connect ideas, providing explanations of how and why each factor impacts job seekers. For example, “*There are limited opportunities in certain areas...This can’t keep happening.*” could be extended to explain possible reasons for this and how it affects youth.

Selecting vocabulary and stylistic features for appropriate effect is needed to strengthen the argument. For example, phrases such as “*bad system*”, “*isn’t fair*”, or “*wake up*” express personal voice, but lack the precision or nuance that would create a convincing argument.



Is New Zealand a country of opportunities? The struggles that people face with getting jobs are disturbing and upsetting. It shouldn't be this hard for someone to contribute to society because of a shortage of jobs. Something needs to be done about it or there will be economic and social consequences for New Zealand. These consequences could be current employees being overloaded and the economy becoming worse as well as New Zealand not being the same competitive country it used to be.

As someone who is currently looking for a job and does not have previous experience, there looks to be hundreds of jobs online, but obviously that's too good to be true. "To get this job you need 2 years experience" or "no experience needed but full NZ drivers licence for a minimum of two years".

How am I supposed to get two years experience with every job needing two years experience? It's a bad system that has been set up and is becoming a bigger problem than just teens not having jobs. There are full industries that are short on workers but won't take anyone who doesn't fit their requirements, causing workers to be overloaded and overworked. Last month more than 158,000 people were unemployed, which was 16,000 more than the last year (TVNZ news).

Some of the reasons for this job opportunity shortage is because of the large amount of competition of people who are looking for jobs. There are limited opportunities in certain areas, and many people getting jobs through knowing someone, which isn't fair. At least give the job to the people who perform the best not someone whose parents, friends or cousin knows the guy that works there. This can't keep happening. Now I'm not saying that it's impossible, but it shouldn't even be something that's really a struggle. Businesses don't bother to look at online CVs and won't give you the time of day to talk to them face to face. Therefore the job shortage in New Zealand is making it harder for people to live comfortably, have freedom to do what they like, and just live their lives.

What I believe NZ needs, is to give younger people the opportunity to get jobs and contribute to society, but no. What needs to be done, is businesses need to start taking in younger employees and this also isn't just for the sake of the person being employed. Studies show that having a range of ages in a business helps it thrive at its best so this would be good for the employer as well. Also if New Zealand is able to expand as a country more businesses will want to grow in New Zealand causing there to be many more job opportunities. Where I live, a lot of young people don't have jobs. Businesses need to wake up and realise that young people have a lot to add and that giving them opportunities will benefit everyone and even help with profits.

So to conclude this writing, there are many things that are causing problems with the job market. New Zealand needs to fix it. Understaffed businesses, people getting jobs through word of mouth, and too high expectations with experience from employers. This isn't acceptable. I'm able to see it, you're able to see it. That New Zealand isn't the same job hungry country that it used to be.

Grade: Merit

For Merit, the student needs to develop ideas in writing using stylistic and written conventions convincingly.

This involves developing connected ideas using stylistic conventions for effect, appropriate to audience and purpose, and using written conventions with accuracy.

The student convincingly develops and connects ideas about global inequality by sustaining a clear contrast between children in West African countries and those in developed countries such as New Zealand. The central idea of “*two sides, one coin*” is introduced and used as a framing device for the comparisons that follow.

Ideas are connected and extended, such as the explanation of how malnutrition limits physical and cognitive development: “*Chronic malnutrition leads to victims being physically and mentally disadvantaged, making their day-to-day lives more challenging.*” This development is continued through related points about water access, education, government underfunding, and the impacts on children’s futures.

Stylistic conventions are used for effect. For example, contrast “*Compared to a more developed society like New Zealand...*” and emotive vocabulary “*shocking*”, “*unfair*”. Summarising statements that reinforce the writer’s perspective are also used, e.g. “*This clear imbalance reveals something unfair...*”. These choices help shape the persuasive tone and support the purpose of highlighting inequality. The writing is mostly accurate in its use of written conventions.

For Excellence, the student could integrate insightful ideas into their argument, such as exploring deeper causes such as the moral or systemic complexities behind inequality. Stylistic choices could be used effectively to reach Excellence, such as more sophisticated rhetorical strategies or a synthesised conclusion that strengthens the overall impact.

The idea of “two sides, one coin” shows the divide of children born in poverty in West African countries. Children living under harsh conditions with corrupt governments, can be compared to those living in stable, well-developed countries. A contrast is obvious when comparing regions in West Africa to a more developed society like New Zealand.

The cycle of poverty in many countries in West Africa has huge effects on people. Men, children and women often suffer from Chronic Malnutrition from food insecurities, each family commonly living off less than \$2 a day. Malnutrition, caused by prolonged inadequate intake of nutrients, leads to diminutive growth and development in children, most commonly in children under 5 years of age. Chronic malnutrition leads to victims being physically and mentally disadvantaged, making their day-to-day lives more challenging. Families living in poverty in West Africa have poor access to water, and it’s not uncommon for mothers and children to walk miles carrying large buckets of water, leading to long-term spinal fatigue and sprain. With no food and no safe drinking water it is extremely difficult for children to climb out of poverty.

Education, which should be a pathway out of poverty, is limited due to poorly resourced schools caused by the government’s lack of spending. Having less than an average of 12% of its budget spent on education, the government is failing to pay teachers, and some students are forced to walk miles to attend school for less than five hours a day. On average, children spend less than six years of total in schooling. This is shocking because there is enough wealth and resources in West Africa to give everyone a good education (Oxfam). Compared to a more developed society like New Zealand, children are educated and are given fair chances to gain school qualifications which leads to families getting fair wages based on their jobs, and access to clean water and electricity. These factors shape an individual’s whole future.

The root cause of these daily struggles for the people living in poverty is greatly caused by the government’s mismanagement. There’s a lack of care, there’s also corruption and a lack of investment in essential services/infrastructure. (Wikipedia).

In contrast, children born in developed countries experience an entirely different life. They have access to clean drinking water at all times, as well as nutritional meals, decent family income and a developed education system supported by the government. Students are schooled for 13+ years on average and use actual resources appropriate for a wide variety of subjects, offering a wide variety of career pathways. This clear imbalance reveals something unfair; the difference between the birthplace of a child causes a significant impact on its life. It’s not fair that a child’s birthplace should determine a life in poverty or a life enriched with the luxuries of a developed society.

In summary, global inequality would be reduced if politicians and world leaders could move past their political insecurities and start prioritising each other and unite as one large nation. A united, cooperating world system would allow all people, regardless of birthplace, access to all rights, necessities, end current and future wars, and provide fair opportunities for every person. Ultimately, we should eliminate global poverty, ensuring that everyone lives a fair life.

Grade: Excellence

For Excellence, the student needs to develop ideas in writing using stylistic and written conventions effectively.

This involves integrating insightful ideas and stylistic conventions to command attention, appropriate to audience and purpose, and using written conventions with control.

The student integrates insightful ideas about the causes and impacts of climate change, particularly for vulnerable Pacific nations such as Kiribati, Tuvalu, and the Marshall Islands. The writing moves beyond factual explanation to examine the unfairness, urgency, and global moral responsibility inherent in the issue. For example, the student notes that Kiribati is “*least responsible, yet most affected*” and describes residents “*watching their futures wash away*”, demonstrating thoughtful understanding of the human, cultural, and political perspectives. The concept of rising seas is expanded through insight into consequences, such as displacement and loss of identity.

Stylistic conventions are used effectively throughout to command attention. For example, the student includes extended metaphors “*the Great Pacific thieving from right under their feet*”, and imagery is carefully crafted “*the ocean is rising, swelling, and warming with the mass of melted ice*”. Overall, the stylistic conventions work together to create impact. Facts and statistics, repetition, and rhetorical patterns reinforce urgency. There is an effective concluding reflection “*whether we can rise above and overcome this challenge together*” that synthesises the piece’s ideas with control. Written conventions are controlled.

**Statement of Intent:**

Prompt 6 made me think about the environmental issues that small island nations face. I linked the water by the beach to rising sea levels and how vulnerable Kiribati, Tuvalu, and the Marshall Islands are. Although these islands are tropical paradises the harsh reality is that they could be wiped out within a few months. This is why I decided to write a persuasive and informative piece of writing that is impactful and punchy.

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Climate change, an ever-evolving issue of the modern age. Environmental impacts are at the forefront of many people's minds. Global warming shows no signs of slowing, only intensifying its grip on our planet. As awareness spreads, more people recognise the possible dangers of the increase in carbon emissions and rising sea levels. This could threaten our existence. Greenhouse gases play a crucial role in advancing climate change, heating the Earth's atmosphere by trapping heat. Carbon dioxide (CO<sub>2</sub>) absorbs heat from the Earth's surface, raising overall temperatures. Rising sea levels are an issue felt most intensely by small Pacific Islands. The people of Kiribati, Tuvalu, and the Marshall Islands live in a constant state of vigilance watching for new signs of danger, danger that threatens to erase small villages from the map. Climate change is on the verge of overshadowing other disasters and becoming the most severe global crisis. Ever. Renewable energy sources offer a solution for the worst effects of climate change. The industries involved in solar, hydro and wind energy continue to advance their technologies. It is now a necessity to rely on renewable energy.

The surge in greenhouse gas emissions is the primary cause. Temperatures are soaring, ice caps are melting, and sea levels are rising. The deadliest consequences will be on human civilisation. This is no accident. One hundred percent of the blame lies in human activities. Burning coal, gas and oil allows carbon dioxide to roam free. Carbon dioxide triggers a chain reaction that culminates in rising sea levels. Thermal expansion provides the means for oceans to encroach upon our land. 90% of global excess heat is consumed by the ocean. The ocean is rising, swelling, and warming with the mass of melted ice. Greenland and Antarctica, home to 99% of ice sheets on Earth, are melting away at an exponential rate. Greenland alone has lost a

staggering five trillion metric tons of ice since 1992. This has directly contributed to sea levels rising, which, according to the Intergovernmental Panel on Climate Change (IPCC), have risen by 21-24cm. Continuing this trend, oceans are expected to have risen at least a metre by 2100. Some low-lying nations will become completely submerged. Consequences will be catastrophic.

Rising sea levels are a deadly threat. For many it means the loss of a beachfront property. For others it is the loss of a city, a lifetime, a community, or a family. Kiribati, Tuvalu and the Marshall Islands aren't just preparing, they are already experiencing the traumas of climate change. Residents witness the Great Pacific thieving from right under their feet. Kiribati, a collection of thirty two atolls and one raised island, grasps feebly onto its existence. Sitting three metres above sea level, it will be the first island swallowed by the unforgiving ocean. Increased frequency in village floods and saltwater intrusion ruins crops and forces entire communities to relocate. The situation is so dire, contingency plans are already in place. 5,500 acres of Fijian land has been bought by the Kiribati government as a safe haven for its people. Imagine purchasing land from another country because your own is sinking! Least responsible, yet most affected, Kiribati produces a microscopic amount of global carbon emissions compared to the industrial giants, China, the United States and India. Unfairly, countries like Kiribati fight a war they simply didn't start, against an enemy that simply won't stop, paying the highest price.

Reducing an ever-expanding mass is an impossible task without immediate global intervention. Transferring to renewable energy is the most effective way to stop the ocean devouring more positive futures. Solar power utilises the sun's endless energy. Wind turbines harness atmospheric movement. Hydropower takes advantage of the force of moving water. No carbon dioxide is spewed into the air with any of these alternatives. Coal, gas, and oil produce energy, but at the price of destruction. Mitigation alone will not save at-risk island nations. Immediate action is required. Sea blockades may delay the tides, but they cannot prevent the inevitable rise of the ocean. Restoring coral reefs, natural coast defenders, is a more permanent solution. The ocean will relentlessly attack coastal areas with no remorse. Small island nations cannot succeed alone. High emission wealthy countries must take responsibility and bolster efforts against the ocean. Without financial and

technological aid, Kiribati, Tuvalu, and the Marshall Islands will not survive this crisis.

The ocean is rising, as a result of human activities. Kiribati, Tuvalu and the Marshall Islands are on the frontlines, watching their futures wash away. They are facing irreversible changes: forced to adapt, relocate, or risk losing everything. The industrial giants must take responsibility. With urgent action to embrace eco-friendly energy sources, there is still hope. It is no longer a question of whether the seas will rise; it is a matter of whether we can rise above and overcome this challenge together.