



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

## **Exemplar for Internal Achievement Standard**

### **English Level 3**

This exemplar supports assessment against:

**Achievement Standard 91476**

Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas

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 Boundary: Low Excellence
1.	<p>For Excellence, the student needs to create and deliver a fluent and coherent text, which develops, sustains and structures ideas and commands attention.</p> <p>This involves demonstrating a sophisticated understanding of audience and purpose through the insightful integration of ideas, oral language features and effective structures, creating a striking whole.</p> <p>This student has delivered a fluent and coherent seminar about Iago's manipulative use of Aristotelian rhetoric.</p> <p>A central idea is developed by definition of Aristotelian rhetoric and subsequent identification of Iago as a Machiavellian villain, linking this to Iago's command of rhetoric and comparison with a similar recent historical figure, illustrations by reference to further speeches in <i>Othello</i>, and relating Aristotelian concepts to modern day rhetoric.</p> <p>The use of the structural conventions of a lecture begins to command attention by the insightful integration of a range of oral language features, such as precise diction and terminology, confident direct address to the audience, vocal variation and a dramatized reading. Interest is sustained by a mix of informal language to create rapport and precise diction to reinforce audience understanding. Visual and verbal transitions connect ideas and create a fluent coherent text.</p> <p>For a more secure Excellence, the student could further develop fluency in oral language features to sustain audience interest (e.g. coordinate and respond to audience responses more effectively), and explore speech extracts in greater depth with reference to ideas of Machiavellian villainy, to create a striking whole.</p>

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to create and deliver a fluent and coherent oral text which develops, sustains and structures ideas, and is convincing.</p> <p>This involves demonstrating a discerning understanding of audience and purpose through the insightful integration of ideas, oral language features and effective structures, creating a convincing whole.</p> <p>The student delivers a convincing fluent, coherent lecture about dystopian literature.</p> <p>A central idea about the relationship of totalitarianism and dystopian fiction is developed by defining and linking key terms and concepts and ideas to specific evidence from texts. Specific textual details about totalitarianism are linked to historical contexts and the purpose of the writer, followed by summarising the characteristics of dystopic fiction, and challenging the audience to consider their own world.</p> <p>The use of the structural conventions of a lecture becomes convincing by the discerning integration of diction and syntax, sufficient vocal variation and eye contact, selecting a class activity to establish links, and integrating these with verbal transitions and visual material.</p> <p>To reach Excellence, the student could develop ideas with further insight (e.g. the authors' disillusionment with their own society), and insightfully select and integrate effective structures (e.g. class activities, effective 'pacing' of the delivery), to further sustain audience interest and to command attention.</p>

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to create and deliver a fluent and coherent oral text which develops, sustains and structures ideas, and is convincing.</p> <p>This involves demonstrating a discerning understanding of audience and purpose through the discriminating selection and integration of ideas, oral language features.</p> <p>This student has developed and structured ideas a convincing speech about what motivates people and can bring about social change.</p> <p>A central idea about the importance of encouragement is developed by using childhood anecdotes, acknowledgement of the importance of others' support, exploring concerns of young adults facing challenges, and linking this to possible solutions.</p> <p>The use of language features becomes convincing through the integration of the conventions of a valedictory speech to her peers with a challenge for the future, the use of a range of rhetorical devices (imperative, colloquialism, pronouns, quotation and parallel construction), a 'friendship' motif, and sufficient use of vocal variation, eye contact and body language.</p> <p>For a more secure Merit, the student could sustain the central idea more convincingly by using clearer transitions between sections of the idea development, and make more discriminating use of delivery techniques (e.g. 'pacing' and expression) to sustain interest.</p>

Today I want to congratulate you on these past 13 years. For enduring. For suffering. For surviving. All those little things that make up our time at school. Like the majority of you I'd wake up in the mornings filled with dread. Desperately hanging on to hopes of freak snow storms that were so extreme that school was closed for the day. Just the other day my little cousin started his first day of school. He was so adorable with his little collared shirt, clean uniform, shiny little shoes and neatly combed hair. There was only one problem. The poor kid was smiling.

I remember when I was excited to go to school. And I also remember the day when that excitement came to an end. It was year two. The day we were got to create fish artwork. Well I thought mine was pretty great. Like the Mona Lisa of our modern day. I spent most of my time devoted to this magnificent masterpiece. I lavished it with every bright colour imaginable and deep concentration and care. I shared my expertise with my fellow classmates encouraging them to go all rainbow coloured. Pleased with my efforts I presented it to my teacher with pride and satisfaction and a grin so wide it probably looked like Botox, and I awaited her reaction. But there was no praise. 'No. no no no no no. What is this you've done it all wrong. Too many colours.' 'But it's a rainbow fish.' And then she said it. '*Rainbow fish don't exist.*'

Excuse me, excuse me. You're kidding right? I put all this time, this effort, this greatness in my drawing and you tell me rainbow fish don't exist? Rainbow fish don't exist? Rainbow fish do exist! This is what was going through my head but I just stood there head down, mourning the rejection of my poor beautiful rainbow fish.

It's strange how it's the little things like that we remember. Despite my sadness and crushing shame, I remember my friend squeezing my hand and whispering to me that she really liked my rainbow fish, its bright colours and all. No matter what. *That little moment made all the difference* and it is something I will always treasure.

Even though I no longer have the same innocent excitement for school I had when I was five, even though most mornings I wake up thinking 'today I don't feel like doing anything I just want to lie in my bed,' and even though I had my childhood dreams of rainbow fish destroyed, school and life isn't that bad. And it's all because of you. All of you. John Lennon was so right when he wrote "I get by with a little help from my friends." *We do need a little help from our friends. We all do.*

"So thank you to our parents for helping us with our decisions, giving us support and love. Also buying me a new jersey when I lose it... And my umbrella... And my cell phone... Seriously though I totally agree with Magic Johnson, basketball great, who said about his childhood: "All kids need is a little help, a little hope and somebody who believes in them." You've given us these things..... *Finally thank you classmates and friends. You are the ones we have shared it all with. Thank you for all the advice, the encouragement, the explanations that hit home better than any textbook. For the shared suffering, joy and jokes. The big things and the little. Thank you all of you. From each other we have learnt more than worksheets or study or homework could have ever taught us.* School isn't just about learning that a squared plus b squared equals c squared. School is a collection of those moments. Good or bad we hold them with us, learn from them and are encouraged by them. They shape who we are today.

"So who am I now? I am a Christian. Every Sunday I go to church, every Friday I help out with the youth service, working as a sound technician or helping with worship for the Sunday school. My church and Christian faith are a big part of my life and have influenced me a lot. I credit my achievements and any confidence I have to God and relationships I have with Christian friends. I am a student at ..... College where I study Physics, English,

Maths, Design and Art. I've been part of Stage Challenge for the past few years as well as various other dance and performing groups. I even somehow got convinced to join Chinese Dance. But what do I want to after school? *What are my plans after this? Well to be honest I'm not really sure. And I'm actually pretty scared.*

*All our lives so far for the last 13 years have been planned for us. We turn 5 and start primary. We finish primary but we just go on to intermediate. Intermediate's done but we still have college. Now College is done and well what's after that? Go to University, get a job, or travel the world? Who do we want to be?*

*What do we want to do? What do we want for the world? Our world, our future. All these questions we are faced with. Will we make the right decisions? For us, for our world and for our future.* When we were little and imagined our future we generally thought of this ideal world with flying cars and amazing technology. Colour, energy and life. The image is not of cities flooded as a product of global warming, skinny malnourished kids stumbling through streets of waste searching for food suffering the burden of famine and poverty. We didn't imagine pollution - toxic fumes clouding the sky, or crimes so horrific that prison becomes a place we go to keep away for criminals, a place where we put bars on our windows and lock ourselves inside for protection. War, depression, oppression.

Yet this could very easily be our future. The thing is riding on our shoulders. So how can we determine that our future is better.

*It comes down to one word. Love. How do we put a stop to the negative effects we are having on the environment around us? Love. How so we stop disease like obesity, depression and suicide? Love.*

*How do we stop crime? How do we stop oppression and strive for equality? Love. Love for our environment. Love for others. Love for ourselves and our bodies. Love, it's something we've heard so much from friends, family, and media. It's become so overused that the very mention of the word probably causes you to groan. But without it what will happen? Is it too ambitious to say love can change the world?*

It doesn't mean that you have to start handing out heart balloons and hugs to everyone you meet, or straight declaring that you love them like forever. In fact I think most of us would prefer you refrain from doing so. *In the words of Frank Howard Clark 'Everyone is trying to accomplish something big, not realizing that life is made up of little things.' Like telling a friend that you really like her picture of a rainbow fish no matter what.*

*So think about what you will do today. All those people you will meet or walk past.* What if we look past ourselves and look out for others? Next time someone speaks to you stop texting, take your headphones out and make the effort to listen. See a piece of rubbish on the floor? Simply pick it up. Maybe a kid walks pass you struggling to carry a stack of books. Offer to help. Instead of ranting about that super annoying girl in your English class and her boring speech on Facebook or tumblr, use that time and effort to maybe send a message of encouragement to one of your friends. These aren't big time consuming deeds.

At most they take a few minutes and a little effort. The impact of that time and effort however is not little.

'It's not too late to seek a newer world.' We can achieve a better future. It's our choice. As Ghandi said 'Be the change you want to see in this world.' As you carry on with your lives today remember the people around you. If you want a better future you've got to care. *Start little.* Start now. Start with love.

	Grade Boundary: High Achieved
4.	<p>For Achieved, the student needs to create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.</p> <p>This involves demonstrating an understanding of audience and purpose through the development of ideas and the selection and use of structures and oral language features to create consistency in meaning and effect, and to sustain interest.</p> <p>This student has created and delivered a fluent and coherent lecture about the significance of child narrators in literature.</p> <p>A central idea about childhood perspective is developed by selecting appropriate oral language features to create consistency in meaning and effect, such as identifying the purpose and use of this perspective in two texts, illustrating by examples, explaining the effect of this perspective, and identifying a linked theme in the childhood perspective of the texts.</p> <p>Understanding of audience and purpose is demonstrated by the appropriate use of the structural conventions of a lecture and choice of diction and syntax, sufficient vocal variation and eye contact, selecting a class activity to establish links, and integrating these with verbal transitions and visual material.</p> <p>To reach Merit, the student could explore ideas in greater depth, and make more discriminating use of delivery techniques (e.g. 'pacing' and expression) to sustain interest.</p>

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.</p> <p>This involves demonstrating an understanding of audience and purpose through the development of ideas and the selection and use of structures and oral language features to create consistency in meaning and effect, and to sustain interest.</p> <p>This student has presented a sufficiently fluent and coherent lecture which demonstrates an understanding about representations of revenge in literary texts and how these link to wider society.</p> <p>The central idea is developed by presenting an opening scenario which engages the audience, identifying both the gratifying and destructive nature of revenge, exploring characters' motivation for and consequences of revenge in literary texts, and linking to examples of revenge in today's society.</p> <p>Understanding of purpose and audience is demonstrated by the appropriate selection of language features such as the use of the structural conventions of a lecture, a range of effective delivery techniques and humour to engage with the audience, and the selection of an activity and visual material to create and sustain interest and signal the progression of ideas.</p> <p>For a more secure Achieved, the student could develop ideas in further detail (e.g. by analysing in greater depth the psychology of revenge in literary characters and real life), and integrate and sequence points regarding research and revenge more coherently and fluently.</p>



	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to create and deliver a fluent and coherent oral text which develops, sustains and structures ideas.</p> <p>This involves demonstrating an understanding of audience and purpose. This is through the development of linked ideas and the use of structures and oral language features to create consistent meaning and effect for sustained interest.</p> <p>There is no student work available at this grade. A student at this grade may, for example, give a speech about the stereotyping, judging and rejection of people in society. The student could begin to develop ideas by describing their growing awareness of how judgemental some people are, and supporting this with anecdotes. This could be linked to a consideration of the impact of actions on others.</p> <p>A student at this level would use oral language features and structures that sometimes create consistency of meaning and effect. The audience would be engaged in places, such as at the start of the speech. The student would make their delivery with some vocal variation, appropriate body language and eye contact.</p> <p>To reach Achieved, the student could explore ideas that are outlined, such as bullying and the media influence, so that these ideas become developed and sustained. The student could select and use transitions to connect anecdotes to the ideas to create consistency in meaning.</p>