



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

## **Exemplar for Internal Achievement Standard Media Studies Level 91497**

This exemplar supports assessment against:

**Achievement Standard 91497**

Write a media text to meet the requirements of a brief

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>
1.	<p>For Excellence, the student needs to write a compelling media text to meet the requirements of a brief.</p> <p>This involves the effective selection and application of conventions to command and capture audience attention.</p> <p>This student has written a profile on Tokumaru Bay which meets the requirements of the brief.</p> <p>The student has effectively used a range of appropriate profile writing conventions to capture and command the reader's attention. This includes interviewing a range of people from Tokumaru Bay and weaving appropriate quotations throughout the article (1). The people interviewed are varied and are able to offer different perspectives of the Bay (2).</p> <p>The student has used varied and deliberate vocabulary to create a warm and engaging tone (3), with control of grammatical devices such as spelling and grammar. There is an effective narrative structure which is shaped around the daily routine of Tokumaru Bay as seen through the journalist's eyes when walking around the town (4). The application of these conventions captures the audience's attention.</p> <p>For a more secure Excellence, the student could incorporate further research about Tokumaru Bay.</p>

## East of The Border

Student 1: Low Excellence

NZQA Intended for teacher use only

4 For some locals, a day in Tokomaru Bay starts at five-thirty. Those who are brave enough to tear themselves from their beds and drive a few minutes on the still dark road will find the gym sleepily blinking light from its windows. As my father and I pull up outside, we can already hear up-beat music pumping from its blue-painted walls. My dad stops inside for a bit of pre-walk banter, greeting the sweating cyclists with, "Now, I now you have all been naughty over the weekend, eating unhealthily. Kia kaha, you'll need to go to the gym three times a day this week." He exits the warm gym, laughter and music spilling out of the door as he shuts it. 1

Welcome to Tokomaru Bay. Perched on the East Coast of the North Island, an hour-and-a-quarter North of Gisborne, the Bay lies at the base of Mount Marotiri. The headlands curving out either side shelter 7km of beach. Tokomaru is home to a pocket-sized, mostly Maori community of about three hundred. But whatever Toko (as it is affectionately called by locals) lacks in size, it definitely makes up for in personality. Home to diverse and caring characters, its four Marae (meeting houses) host entertaining events which foster a sense of community. 3

4 Just down the road from the gym, we meet our local walking partners, Iwiata (Kui) Williams, and Makita Forrester. Falling into step with them, a friendly "Kia Ora" greets us. The conversation drifts to their entry, as part of a group, into a Maori kapa haka (performing arts) competition – with only three days' practice. Koka Kui, her bushy auburn hair framing a lean face, explains, "All the songs we sung were written by Nanny Tuini, (a local composer) so they were songs we were familiar with. So, really, three days was sufficient. We entered as a (competitive) group, but it was only for the purpose of getting other groups into the Matatini... It was cool. We got up, ad lib... that's the enjoyment - being supportive..." The middle-aged Koka Kui walks beside me with a confident, upright stride. I can easily imagine her in her role as the leading woman, claiming the stage. Her skills are not only limited to Maori performing arts either – as a self-confessed culture lover, she can also whip out a Rarotongan hula. 2

The softly spoken Koka Makita switches easily between Maori and English as she talks about their performance. Her brown face shows few traces of her sixty-odd years as she explains how the more skillful performers led the inexperienced ones. "The ones who were rather unfamiliar with the songs were the ones who didn't really do kapa haka...so we supported each other." How appropriate that the word Koka Makita uses for "support" literally means "embracing", suggesting the warmth offered by this fostering community. That's what I like...big family community." "You are close-knit with the people from here," Koka Makita remarks, "you know everyone, our relations. Here, if there's a stranger..."...the whole town knows about it!" I finish. This small-town nosiness draws a chuckle from Koka Kui and I. "Everyone knows everyone, and if there's someone that you don't know, ooh, you get really inquisitive, where do they stay, which house did they buy...and you put a face to the name." 3

4 As we talk, the sun is yawning out of the sea in pastel colours. By the time we part ways with our fellow walkers, calling out "Haere ra" as we return to our car, the bay is already shaking itself awake. We drive towards the main road, and ease our way around a car idling in the middle of the road, its occupant having a good "catch-up" with another parked-car local. The drivers glance up with an easy laugh- Tokomaru Bay is a place where life moves at a slower pace, convention often sacrificed to the laid-back lifestyle. 3

Mid-morning, and the town has settled into its quiet rhythms. As I step into the local Four Square, I hear a cheery "Hello, babe," from my neighbour, Henrietta Moana. Aunty Henri and I head around the back of the shop for her break. Recently, she helped M.C. "Toko's Got Talent", performing several numbers herself. As Koka Makita says, "There's always someone in the Bay who specializes in something." The collared Four Square uniform Aunty Henri is wearing hides a melting voice, and a coordinated line-dancer. Not to mention a great community spirit – she has helped out with horse sports, Christmas at the Pa, Tri Toko, fundraising at the school, a Karaoke club, and line dancing, "And I was doing it all for free," she adds. Her dyed-red hair pulled back into a tight bun, she recalls her enjoyment at listening to everyone singing and dancing at "Toko's Got Talent" – "It was really interesting watching everyone's talents come out, and everyone had fun, that was the main thing," she says. Born and bred in Tokomaru Bay, Aunty Henri (now in her early forties) 1

returned from Australia nearly two years ago. As we sit on our upturned wooden boxes, several cars scattered along the main street, she reminisces about her childhood in a small community. "The freedom that a lot of the kids had, to do whatever they wanted. Security, there was none...because you didn't need to. No danger, everyone knew who you were, And as a kid being able to go swimming without your parent's permission, just going to do stuff..." Now Jamal, her 9-year-old son, is enjoying some of the same benefits, "...that was the other reason why we came back, it was just so that he knew where he came from, you know, what Toko has for him. He's had his horse, and been able to meet a lot of his cousins he didn't know..." she says.

2

1

4 The sun reaches its zenith, and then slowly sinks westward as I head to the gym. On the way, I pick up the key; with a typical Tokomaru Bay Security measure, it is hidden under a paua shell on a neighbour's step. Funky music is still playing as I enter, but the morning crowd is long gone – only three exercisers are toiling away inside. Local policeman Constable Brian Leach is bench-pressing in one corner, a smear of sweat gleaming on his shaved head. By Toko standards, Uncle Brian is a newcomer, having lived here only five years. But his readiness to lend a hand in our community makes him a valuable addition. As well as helping out with the horse sports, he has a new project: working with the older children from a local primary school every Friday for work experience. "Oh, we take them out thistle cutting, and just teach them...tying knots, ropes, that sort of thing, and the purpose of it all, crutching, chain-sawing, just teaching them life-skills."

Leaning back on the padded vinyl bench, Uncle Brian explains the attraction that Toko has for him. "...the people are a lot different as opposed to... further up the Coast. Just a different attitude, you know, and each little town has it. And our one seems to be the best," says Uncle Brian. These attributes of his new home are also catching the eye of other non-locals. "The scenery itself, beautiful bay, as I said, the people are nice. But it's just an attraction for outside people to live here, because of the town. The word is out about Tokomaru Bay, and about how it's the safest community to work in." Not to mention its colourful characters—there are plenty of light moments for those with a sense of humour. Uncle Brian recalls one occasion, when he had to chase a mental health patient around the hills on horseback. "He took off up the hill, ranting and raving...and he stripped off naked and did the haka at the top of the hill," he relates, with a wide grin on his face. "We caught two horses, and rode up around the back of him...and we caught him." Job done.

2

1

More local characters gather around the Four Square in the late afternoon, once school and work are over. My brothers and I head down to the Tokomaru Bay Domain for touch rugby game. A few old men sit on a bench, swapping tidbits of conversation. Without much preamble, teams are chosen, and the two sides face each other. After a few moments, Brook Raroa receives the ball, dodges a touch attempt, and then tears off for the try line, another player in hot pursuit. Brook accelerates, changes tack, and dumps the ball down, hooting victoriously. Everyone else has been standing still, watching the one-on-one speed competition. Good-natured banter is tossed back and forth between the boys, and the teams line up for the next kick-off.

I strike up a conversation with Brook. At fifteen, he is already fully-grown, and the largest boy on the field. I ask him what he enjoys about Tokomaru Bay. "Surfing, hunting, and hanging with the bros," he replies. Brook displays his usual flash of humour when I inquire whether his family is one of the pluses of living here. "No," he jokes with a chuckle, and a glance at my brother. His laid-back words and casual hoodie make him look like just another one of the "bros", but Brook has a hidden talent. One of the competitors at "Toko's Got Talent", he gave a shy rendition of "I Don't Want to Talk About It," as the disco lights flashed, and the crowd cheered. The local spirit was shown by the audience's support— applause wasn't loudest for the best performers, but for the young "bros" and "babes" who needed encouragement the most.

2

4

The fiery sun is melting into the sea as the game finishes, and we stroll back to the Four Square, Auntie Henri, in typical small-town spirit offers us a ride home. As we pull away, a passing car throws us a merry toot. Tokomaru Bay may not be particularly large or bustling. But its local culture and community spirit, not to mention its diverse and delightful characters, make it a great place to spend a day, a week... or even a lifetime!

	Grade Boundary: High Merit
2.	<p>For Merit, the student needs to write a convincing media text to meet the requirements of a brief.</p> <p>This involves deliberately selecting and applying media conventions to engage an audience.</p> <p>This student has written a feature article about the importance of birth order. The selection and application of the content and conventions meet the requirements of the brief, which was to write a feature article suitable for a wider school community.</p> <p>This student has deliberately applied the conventions of feature articles by using an appropriate structure to shape the narrative, including the linking of an anecdote in the lead and closing paragraphs (1). A nut graph is provided (2) and a range of body paragraphs convincingly develop the main idea (3).</p> <p>The use of imagery provides impact (4) and there is control of grammatical devices. There is reference to statistics and studies which are supported by interviews from the student's own research (5). The application of these conventions works together to engage the audience.</p> <p>To reach Excellence, the student could provide quotes from experts to balance the other interviews completed and vary language to make it compelling for the audience.</p>

## Modern Family

1 James wedged himself into the middle seat of the car, once again. He wondered why he never had the privilege of taking the window seat. Why was it always his older brother Thomas? And how come his younger sister assumed the other window seat was reserved for her? He was sick of having to wear his brothers outgrown clothing, he too would like something he could call his own. Just because Thomas was the eldest he thought he was in charge. Whereas Lucy, the youngest, always managed to get her own way. His parents seemed blissfully unaware of the subtle disparities. Is this nurture or nature?

2 Of all the things that shape who we are, few seem less significant than the sequence in which we and our siblings arrive on this earth. Could it be your genes that set you up for an Olympic medal? Was it simply an accident that you are being nominated for a Nobel Prize instead of sweeping the streets of the town you were born in? The simple role of birth order could be more influential than you think.

3 The importance of birth order has been speculated for years. There is now increasing evidence to suggest that birth order may have a significant impact on an individual's outcome in life. According to Time magazine there is evidence to suggest that those born first may have an intellectual advantage over later born siblings. This could be due to a number of reasons, such as the combination of readily available resources and having the parents undivided attention right from the get go. (NAME|, guidance counsellor at ISCHOOL) and the oldest sibling of her family, suggested that the financial position of the family can also influence the outcome of the children. When the first born arrives the family is often in a comfortable financial situation however as the size of the family increases there can be a depletion in resources, which is when younger siblings often inherit that dreaded hand me down sweater pulled from the depths of their older sibling's wardrobe.

3 Another factor that can set the eldest child up for success is the responsibility they take on from a young age. Eldest children often end up in a parental role as they help take care of their younger siblings. There are both positive and negative aspects to this situation. Independence can be developed from an early age and strong leadership skills often result from taking charge but there is also the added pressure to set the bar for their younger siblings and as the first born they have the task- of forging a path for younger members to follow. In a survey of corporate heads conducted by Vistage, an international organisation of CEOs, it was reported that 43 percent of those who occupy the CEO position in a company are first borns leaving 33 percent to be filled by middle children and the remaining 23 percent occupied by the youngest member of the family. Where do the other 77 percent of youngest children end up, you may ask?

3 Younger siblings, by contrast, are more often drawn to adventure and exhilaration leading the lives of artists, comedians, entrepreneurs and firefighters. They are willing to take risks with their physical safety and take on sports like rugby and ice hockey while their older siblings are content with a game of tennis or golf where they are out of harms way and the .: only danger they face is a possible tennis ball to the face. For the eldest siblings they are generally happy with their family system that provides them with so many perks and they are not going to try to change this. On the other hand youngest siblings see things a little differently and try to shake up the existing order. The younger siblings, who are disadvantaged in size and mental maturity often resort to low power' strategies in an attempt to cement their place in the family and refocus some of their older sibling's attention down to them. The use of humour and wit are popular ways for the youngest to steal the limelight and if we look back on history some of our greatest satirists including the likes of Mark Twain and Jonathan Swift were in fact the youngest in their brood. While you may think these examples give no more credibility to the theory of birth order than a horoscope gives to thee outcome of your week, personality tests have

shown that while first borns show a general sense of conscientiousness and responsibility, later borns score higher on agreeableness and their ability to get along in the world.

Later borns are often very perceptive from a young age as they make up for their lack of power, by understanding how others think and work and using the ability to anticipate what is going on in someone else's mind to their advantage. The youngest has been known the reputation of not only the people pleaser but the provoker too with the younger siblings willing to stand up for their beliefs and live with any consequences that may occur in doing so.

If the big chair in boardrooms is dominated by eldest siblings and the youngest are occupied seeking thrills and adventure, where do the middle children end up? Well, if the eldest child is living the high life perched behind a mahogany desk, then chances are the middle child will be meditating in a desolate sanctum on top of the Himalayas. De-identification can play a role in determining the outcome of the middle child as siblings who hope to stand out often do so by observing the actions of the eldest and doing the complete opposite. For example if the first born is achieving highly in school then the second may choose to slack off in order to receive attention. Often this pattern can then be replicated between the middle and youngest siblings. According to a Chinese study conducted in the 1990s a kind of zigzag pattern occurs with the first child achieving highly becoming the 'good child', the second child scoring low and the third child mimicking the path of the eldest. In a family consisting of three children the middle child can often do themselves a disservice by trying to be unique and instead ending up lost, this pattern has been known to continue into adulthood.

- 3 Middle children often become stuck in the centre seat and are often short changed when it comes to family resources. Unlike both the first and last child who generally both spend time as an only child, the middle child is never alone meaning they never get one hundred percent of the parents' investment of time and money. The lack of attention and resources can cause a lower self-esteem in middle children and can make it more difficult for them to identify their place in society making them unpredictable and a bit of a puzzle, even for researchers.

We can look at the evidence produced on birth order and quickly make the assumption that each family will slot nicely into the criteria we have given them. Is it really fair to point the finger and say "Well he is the oldest so obviously he'll be the successful one and she seems lost so is clearly the middle child, oh and I'm positive she's the youngest because she's always off climbing trees and talking to her imaginary friends." Put quite simply we can't make these assumptions because no family is quite the same. Every relationship has its own set of dynamics and factors such as the size, income, education, religion and ethnicity have to be taken into account, before a family is diagnosed' to be a certain way.

"Human behaviour cannot be dwindled down to decimal points and margins of error. It is also fair to say that we as a race have been known to defy the odds time and time again." Hannah Baird Just because you are the youngest does not mean you're less likely to become CEO of Telecom or Fonterra. Families are tied together with strings of emotions and experiences, often the strings break or become tangled to the point where a new network of connections is created. Yet many families would agree entirely that the traits and characteristics mentioned here are almost a mirror reflection of their own family. Which leaves us asking the question, "Is there some credit to the birth order theory?" Ultimately the issue will be debated for many years to come and there are no right or wrong answers. While science may disagree with the birth order theory, the experiences of millions are saying otherwise.

Although James would have liked to have a turn by Window, being stuck in the centre wasn't all bad. For he had a clear view of what was coming and was also able to see things from both sides.

1

3

	Grade Boundary: Low Merit
3.	<p>For Merit, the student needs to write a convincing media text to meet the requirements of a brief.</p> <p>This involves deliberately selecting and applying media conventions to engage an audience.</p> <p>This student written an article about covert racism which meets the requirements of the brief.</p> <p>The student has done this by interviewing a range of people who have experienced covert racism and integrated the quotes throughout the article (1). There is a clear personal voice (2).</p> <p>There is a generally deliberate use of conventions of feature article writing to appeal to the target audience. This is done through the use of interview subjects and a topic about the target audience, and the deliberate selection of language and direct address (3).The nutgraph hooks the audience into the article.</p> <p>For a more secure Merit, the student could craft further to remove inappropriate poetic descriptions and complete further research to balance the article. This could include statistics and interviews with experts such as guidance counsellors or mediators.</p>

## It was just a harmless joke, Right?

“You’re pretty... for an Asian.”

3 The ‘compliment’ above is a perfect example of what has become widely known as covert racism. Covert racism is a subtle, commonplace form of discrimination, such as being ridiculed, treated differently or ignored, and is particularly aimed at racial minority groups within a demographic. J, a student Chinese descent, experiences this subtle racism daily.

She says that the ‘compliment’ above is just one of many examples of inexplicit statements, gestures and attitudes, under which lie little threads in intolerance and racism, slithering their way through the mask of politeness like a snake. Explicit or inexplicit, are the feelings the words, insinuations and actions leave behind not the same? And can the perpetrators blame ignorance and unawareness? You would think that in a first world, democratically developed country like New Zealand, people would not have a racist bone in their bodies. But the vast diversity of \_\_\_\_ \_\_\_\_ students is bring into light the possibility that maybe we do not realise that the bone actually is there, much like a mosquito bite you didn’t know you had until it begins to itch. 3

1 JF has called NZ home for more than 17 years, but for some reason, was caught in a rather explicit territorial dispute. “I remember when I was younger, about ten, walking along the road when a car of teenagers drove past shouting, ‘go back to your own f\*\*\*\*g country!;” says the 17-year-old student. But despite the gruesome experience, J considers the subtle racism she experiences on a daily basis much worse. And the cases of covertly racist comment she falls victim to do not spill from strange mouths. The perpetrators are, in fact, her friends. “It has been decreasing lately... but I think that’s cause people know that I hate it, and that I’ll actually say something...”. J says that the racism mostly manifests itself as fatuous little jokes and comments, but, when she retaliates with, “what’s wrong with being Asian?” she is met with guiltily flustered looks. They realise what they said was racist but just don’t want to admit that it was.” It was just a harmless joke, right? 3

Not as innocent as it seems:

That is how a lot of people seem to justify these discriminative comments. When I asked two NZ Europeans students, AB and TB, if they thought covert racism existed at their school, their replies were similar: AB said no, “I don’t think any type of racism exists here at school. 1 People make the occasional stereotypical joke about a person’s race, but they don’t mean anything by it.” TB supports this theory. “I wouldn’t consider racial jokes racist, because its always just harmless banter...”. But these “harmless” comments have made J notice that having a different ethnicity generally has negative connotations, and have cause her to disagree with AB and TB, especially as she listens to the remarks that are made in front of her about other ethnic groups around school. Stereotypes follow a person’s race like a predator stalking a prey, with “curry-muncher” and “dairy-owner” drifting around the school grounds like a feather, not bearing the true weight of its words. “People make these “funny” stereotypical comments all the time, especially about the food I eat. They’re the classic ‘fried

rice' kind of jokes," confirms half-Chinese student EC. She knows that people do not expect her to take it seriously because it was not seriously meant. SN, another student, also regularly experiences these stereotypical references to her Indian ethnicity. In a self-uploaded YouTube video she illustrates the many comments, jokes and questions thrown her way by "white people." "Do you have curry every night for dinner?" and "why don't you have a big red dot in the middle of your forehead, doesn't every Indian do that?" were among the many. In the video S hints at the concept of unawareness. "Covert racism is a problem because people don't realize they are doing it," confirms J, fully aware by contrast, having felt it at a young age. "When I was younger it made me feel ashamed to be Asian..." Despite articulations ability to break our bones, and though these incidents may seem innocent and small, their effect clearly seems to be more potent than perhaps intended.

Why the superiority?

Why are racial minority groups met with these discriminative comments and jokes? An article for TVNZ by Aidan Rasmussen blamed the whispered racism towards Asians on clashing of culture. "They're so different to us..." And Sonia Sly, a writer for thewireless.co.nz discovered through experience that "its...a fear and loathing of 'difference'..." *Difference*. Can different upbringings, beliefs and cultures really be the cause of all these racist jokes and comments? And is it only racially different people on the school grounds that are subject to this hushed hostility? When I asked my mother and father, both Danish immigrants, if they had ever experienced covert racism, they said no; they'd felt quite the opposite. I inquired about the reason behind their exemption: "it could be because we look like New Zealanders and are able to blend in." Their viewpoint brings into light the question of appearance and skin colour. Had the colour of their skin been different, would their reception into NZ also have been? As a Danish immigrant myself, I have never been the punch line of a racist joke in my 4 years school. So am I just a lucky exception, or does skin colour really still cloud people's judgement of others? J is often asked questions that seem to suggest so. "I get a lot of 'where are you from?' or "you speak pretty good English," despite the fact that J is born and raised in NZ. S experiences are similar. "Oh, you're telling me you're from NZ - no, I mean where are you from *originally*? Like, India?" People, based on appearance, make assumptions. They see people like J, E and S as different, and therefore treat them differently to other NZ European people. J has drawn a conclusion: "I think it has a lot to do with ignorance... People don't realize they're doing it, they haven't really thought about what's behind what they're saying... I think it is people being uneducated and unwilling to understand..."

Make it stop:

This ignorance makes J eager to stop covert racism by encouraging her fellow students to abandon their assumptions, attain a little empathy, but most of all, stop negatively connoting ethnic difference. "We are all people, simply experiencing life through a different pair of eyes and ears," after all. The school proudly promotes their "respect for different and support for individuality" but do these facts and examples justify this declaration? An older, wiser J has learnt to love her roots. "Now I see being Chinese as something to embrace." Is it possible that the level of covert racism at school is preventing others from loving their roots too? We may not be aware of this racist bone that so many people obviously carry, but if it were to break and disappear, perhaps we would feel its absence.

	<b>Grade Boundary: High Achieved</b>
4.	<p>For Achieved, the student needs to write a media text to meet the requirements of a brief.</p> <p>This involves applying media conventions with control to meet the requirements of a brief.</p> <p>This student has written a feature article on the experience of new arrivals to Christchurch following the earthquakes. The article meets the requirements of the brief set: to write a feature article suitable to be read by the wider Christchurch community.</p> <p>This student has researched the issue in some depth by interviewing a range of subjects including those who moved to Christchurch, and experts (1). Conventions have been used with control, such as quotes that are woven through the story (2). There is some development of narrative through linked paragraphs and the nutgraph (3). Some evidence to support points, including statistics and anecdotes, is included (4).</p> <p>To reach Merit, the student could more deliberately craft the writing. This could include tailoring the writing to be more appealing to the target audience and by making the use of tense more consistent.</p>

Student 4: High Achieved

NZQA Intended for teacher use only

## NEWCOMERS TOLERANT OF A REBUILD....

When you move to a new city it's hard enough to fit in, but H. C. finds out

3 that when you move to Christchurch, it's not just hard to fit in and find somewhere to live, it's finding the nearest supermarket, the cheapest petrol station, the local church, the closest gym and the nearest bus stop.

3 And that's not to mention the troublesome journey of navigating unfamiliar streets and seemingly endless roadwork's. For Christchurch's new arrivals they have to do all of that...and more. Joao Barbosa is one of those newcomers. He boarded his plane in Brazil four years ago, carefully walking up the stairwell for his flight destined for Aotearoa. It was to be his summertime vacation but Barbosa ended up falling in love with New Zealand and he ended up staying. 1

The Christchurch earthquakes were a turning point for Barbosa who was living and working in Queenstown at the time the devastating February quake struck. Without a second thought he packed up his bags and moved to Christchurch a few months later to try his hand at something new – setting up his own painting business in a new city, as a foreigner.

The smell of paint pervades the room. Barbosa is working in a suburban home in the eastern part of Christchurch – one of the few houses that remain in this area. He said it has taken a week and a half to paint this house and he is just making the finishing touches. But it has not been all easy-going as a newcomer. Barbosa said he initially had difficulty finding accommodation but it is working with all the red tape that proved almost insurmountable for him. And then there were language problems, under payment, unfair treatment by employers, inconsistent hours of work available and money problems. 4

"There was not enough money and I just lost money. The bigger companies have a monopoly on the rebuild."

As the days become colder and winterfalls, Barbosa said the congested traffic and added road repairs were affecting his commuting times which could be frustrating. But he's sticking it out and working harder and harder to make ends meet. It's not all bad for Barbosa. He can slowly see the city "becoming beautiful".

2 The work day passes and another dollar is earned, Barbosa enjoys living and working in Christchurch, even if the city is in reconstruction mode. "Sure, there is a lack of infrastructure and the roads are a bit bumpy. For me it's a normal city, because I'm working and I don't really get socially out so don't notice the lack of places to go. The city does work still."

4 One leading website focusing on the rebuild is attracting more than 95,000 hits every month. Rebuild Christchurch.co.nz sets out to bring all information about the Christchurch rebuild on to one online platform.

1 Rebuild Christchurch founder Deon Swiggs said the website was a great way for newcomers to find out what was happening in Christchurch during the rebuild. "In terms of helping newcomers the site tells people what is actually happening in the city, and raises the issues that newcomers may have concerns about — accommodation being the big one. "We connect people with information and are sort of the 'middle person' actually supporting the organisations that are working on the rebuild and supporting the talent wanting to come and help with the rebuild. "We have every bit of information about the rebuild in one place." 2

Swiggs created Rebuild Christchurch in late 2010 after the September earthquake; the site was only in its early stages when university student Abel Ange arrived in Christchurch, a week before the February earthquake - on a scholarship to further his education. He did not know what to expect, but it's ended up that his move to Christchurch has been a positive one. Thousands of kilometres from his home in Malaysia his outlook on life has changed. 1

"The earthquake was a life experience, it was tragic and traumatising, but we have to take it in our stride and accept it. "It's made me stronger." As a newcomer, and a student fitting into the city Ange felt welcomed into the city when he arrived and this continued when the unexpected occurred.

3 "It was strange, post-quake, as there was a heightened cohesiveness of the entire city that came together, Regardless of your background or what language you spoke it seemed as everyone became much closer. "It felt like you were not foreign anymore, as everyone had experienced some very traumatising events and loss."

3 The Christchurch Migrant Centre is one of the organisations bringing international newcomers like Abel Ange together. Case manager Jane Song is originally from China, but has been in New Zealand for 12 years and knows exactly what it is like to be a newcomer. "I started here, (at the migrant centre), after the earthquakes; I lost my job, but know what it's like coming to a new place." 1

Song said she had dealt with about 70 different ethnic groups within the last year, not just people who had come to Christchurch for the rebuild but refugees, migrants, workers, students' families and "anyone from off-shore", who was settling into the Christchurch while it rebuilt.

4 An earlier report in The Press showed in the 12 months till May the net migration gain to Christchurch was more than 5400 migrants. The Christchurch Migrant Centre connects these newcomers with the services and agencies and support they require. However, Song said, she mostly worked with people of Asian descent. — the Asian population in Christchurch had increased from five to nine percent between 2001-2013. "Asian and European cultures are very different too." Europeans coming to New Zealand do not tend to experience the same cultural shock that most Asian people do. Song said some Asians experienced mental health problems which they often kept to themselves - the language barrier made it harder for them to seek help and being in a rebuilding city could add to this problem.

2 "They sell their home, give up their job and livelihood and when they move here they are quite shocked because it's different, they have very high expectations, then they get here they find it quite hard." The centre would operate and help people fit into the city – "whether the city was rebuilding or not".

"Newcomers need support regardless if the city is rebuilding. They (migrants) are in a foreign place. The fact that Christchurch is rebuilding makes the process a little bit different."

... ..

Christchurch is still a construction site. Hannah Cunningham sits in traffic on a bus, stop-starting, navigating 1 congested Lincoln Road – one of several traffic hot-spots' in Christchurch. She questions if it would have been better had she walked this morning. Perhaps tomorrow? Cunningham moved to Christchurch earlier this year to study journalism. She had moved from small-town Geraldine, but knows what it is like living in a new place — having spent 2013 in Hamilton studying radio. As she sips her morning coffee and reads the morning news she nods her head. — agreeing with yet another traffic congestion headline. "It's really quite annoying."

3 One of the woes of living in a rebuilding city is the traffic, which is intensified with the growing population and changed geography of the city. Cunningham knew she was coming to a reconstructing city to study and thought she was ready to live in the detached environment. But her perceptions of a city in rebuild mode could not have prepared her for the reality she was faced with.

"It's definitely different to a normal functioning city as everything is disjointed, broken or deserted."

Although the city is not fully operational Cunningham said the essential things were available. "Christchurch is certainly still liveable. "

The number of students in Christchurch is slowly on the rise again -however, the lack of social amenities and venues makes socialising for students harder. Cunningham said it had been difficult to catch up with old friends and make new ones as there was not a major social hub as in most towns and cities.

"In Hamilton it was easier. But it's like moving to any other city; it just takes time adjusting to new routines and making new friends. Though, I don't feel like a newcomer here."

Cunningham recalls the old Christchurch from her childhood and was saddened to now be re-living the stories of what had happened. The studying journalist said the atmosphere of Christchurch is warming and very welcoming. She has had a positive experience integrating into Christchurch's "quite tight and close-knit" community. As modern structures emerge, Cunningham can see a lot is happening and the future of Christchurch will be fun and innovative — her move up the road has been mostly straight forward, despite the minor disruptions,

1 One of the groups working on the ground in Christchurch is the Canterbury Employers Chamber of Commerce. Settlement support coordinator Lisa Burdes said their organisation was like an information referral system that 2 helped international workers and employers with practical information for settling into Christchurch. The demand for their services and assistance has definitely sped up because so many people are moving to help with the rebuild. The reconstructing city is disjointed - a mixture of business people and construction workers, and amongst it all are tourists and shops. Burdes said the reality of Christchurch was often quite different to what newcomers actually expected. Health-care, transport, education, finances and accommodation were among the things on the priority list that people needed information about. As a support agency, Burdes confirmed that accommodation and communication or language barriers were the main difficulties people faced. Kiwis tend to have a "less direct way of communicating", and those not of European descent often found understanding and discussion difficult – especially those from Asian descent. Despite the language barrier Burdes said employers had been proactive working around those issues. Social events and integration forums and discussions allowed newcomers to share stories and help each other outside the work place.

"These people have left their home, in some cases their family - to help rebuild our city, so we should ensure they settle into our city well... It's in our best interest to help workers and look after them while they are here."

	Grade Boundary: Low Achieved
5.	<p>For Achieved, the student needs to write a media text to meet the requirements of a brief.</p> <p>This involves applying media conventions with control to meet the requirements of a brief.</p> <p>This student has written a feature article on the ice bucket challenge campaign which meets the requirements of the brief.</p> <p>The student has generally shown control of the conventions of feature writing by using a range of interviews and weaving quotes through the article (1). There is a strong personal voice (2) and has audience appeal through the choice of topic. Control over language is shown in the opening paragraph where anecdotes, direct address and rhetorical questions have been used appropriately (3).</p> <p>For a more secure Achieved, the student could have applied the conventions of feature writing consistently. The student could have crafted the ending more effectively, and included further evidence and research around ALS to support their points.</p>

#chilling4charity or #chilling4Likes?

"Hi I'm Jane White and this is my Ice Bucket Challenge. I would like to thank John Smith for nominating me. I nominate etc. etc, you have 24 hours to complete the challenge and donate \$10 to the ALS foundation or you have to donate \$100." I am sure this is not an unfamiliar sentence to you. You have probably seen videos of friends, family or even celebrities doing the ALS Ice Bucket Challenge- or perhaps even uploaded one of yourself. What is the real reason for doing the ice bucket challenge? Is it to raise money for the ALS foundation? Or is it to raise personal popularity status online? The truth might just be more bone-chilling than cold water to the face.

The ALS Ice Bucket Challenge is the latest social media craze that is happening all over the world. The original intention for the ALS Ice Bucket Challenge was to raise awareness of the disease; Amyotrophic Lateral Sclerosis (ALS). Dumping a bucket of icy cold water over your head and donating \$10 to the ALS foundation is the original version of the Ice Bucket Challenge, you must post the video of your challenge online and nominate three friends to do the challenge; if they do not complete it within 24 hours then they have to donate \$100 to the ALS foundation. Unfortunately donating money now seems to have been forgotten or deemed unimportant. There are many different versions of the challenge, most of the Ice Bucket Challenges objectives are not to raise money and awareness but rather, a growing trend of uploading a video of yourself doing the ice challenge, avoiding donation and increasing social status- this is the incorrect version of the Ice Bucket Challenge.

The ALS Foundation has collected \$94 million in donations so far as a result of the ice bucket challenge, which is a very pleasing result for them and people who suffer from ALS. However, if the total number people taking part in the ice challenge donated, the amount collected could be much higher. For example the Charities Aid Foundation found out that in the UK only 109/o of people taking part in the challenge donated ([http://en.wikipedia.org/wiki/Ice\\_Bucket\\_Challenge](http://en.wikipedia.org/wiki/Ice_Bucket_Challenge).) It is also clear that in New Zealand we might be in a similar situation with a New Zealand Ice Challenge facebook page having nearly 8500 likes, showing a large number of potential participants but with no mention of donation. The facts are that many people in videos getting water dumped on their heads are simply doing it for popularity rather than raising money for charity. This is especially true for teenagers who are the main users of social networking sites where the Ice Bucket Challenge became popular. When asked how she heard about the Ice Bucket Challenge Aicha Wijland (18) said, "Through Facebook, everyone was doing it." Through social networking sites like Facebook, YouTube and Twitter, teenagers can watch each other's videos and nominate each other to do the Ice Bucket Challenge, they can also see how many 'likes', 'shares' and 're-tweets' their video has, in this way the Ice

Bucket Challenge's focus has changed from raising money to being a popularity contest between participants. "Definitely about personal popularity, it was a social thing. The amount of likes and comments was more important than the message," said E\_\_ C\_\_ (18). "There was no focus on spreading awareness of ALS or any other diseases, but rather about the attention it produced. A large majority of teenagers never donated and never intended to donate to the ALS charity."

① In contrast though, some teenagers did see the Ice Bucket Challenge as a way to promote awareness, "It's making donating to charity a popular thing to do," said L\_\_ N\_\_ (17). She clearly states that although the initial intention to post a video onto a social networking site was for popularity, the message of donation that comes with the video and is only going to be positive for the ALS foundation. Some students recognise that the charity aspect was becoming unimportant and went out of their way to make sure that if they were going to dump a bucket of cold water over their head; at least some charity would benefit. "Someone tagged me in the Ice Challenge but I don't like that it's an ultimatum for avoiding charity- so I will do the ice challenge, but only if someone agrees to donate \$10." said A\_\_ W\_\_ (18), ① She believed that in order to make a difference, teenagers needed to stop concentrating on the amount of attention they get from the challenge but instead start donating money to worthy charities, "The world isn't a perfect place, we all have to start to make a difference. It isn't going to change otherwise."

It is clear that the best way to donate is just to make a simple money contribution, no strings attached or ice needed. That is not to say that the Ice Bucket Challenge is bad; it did make teenagers become aware of a disease that they otherwise wouldn't know about. Social media is a powerful tool for spreading a message and the Ice Bucket challenge could be the future for charitable awareness; but in order for it to make an accurate impact we cannot follow trends, but instead go out and help the world.

	Grade Boundary: High Not Achieved
6.	<p>For Achieved, the student needs to write a media text to meet the requirements of a brief.</p> <p>This involves applying media conventions with control to meet the requirements of a brief.</p> <p>This student has written a feature article on the potential effects of leaving school early. This addresses the requirements of the brief.</p> <p>Some awareness of the conventions of feature writing is demonstrated by through the choice of a topic that is relevant for the target audience. There is research on the issue (1), a nutgraph outlining the angle of the article (2) and some attempt to structure a narrative by outlining who it affects and possible solutions (3).</p> <p>To reach Achieved, the student could apply the conventions of feature writing with more control by including a range of interviews from which quotes and anecdotes could be woven into the article. Greater control of language to engage the target audience would strengthen the article, while further control of grammatical conventions such as spelling and punctuation is needed.</p>

The effects of dropping out

Student 6: High Not Achieved

NZQA Intended for teacher use only

- 2 Students drop out of school and first years of university all over the nation. Do they lack motivation to gain an education? Is a student's life too difficult for them? Have they given up on the future?

Here are many reasons why youth leave school, whether its problems at home or school just isn't for them. Youth vandalising property, robbing local stores, being a part of violent gangs are becoming hot topics on the news headlines. Children are being plastered on the media and rejected by society.

- 1 The number of youth being lost from the school system is at its highest level for at least the last decade. Statistics show that New Zealand has one of the highest school dropout rates, with the sixth-lowest high-school completion rate in the developed world (74%). The second highest unemployed rate for youth who are aged 15 to 19 (29%). This is obviously an issue and people know it, but there isn't much motivation to actually change it. Many youth that dropout are male, Maori and Pacific Island students. Approximately 60% of young women receiving the Domestic Purposes Benefit left school with no qualifications.

It's hardly the problem of the Ministry of Education "It's less than 1 per cent of their schools problem but it's at least 75 to 80 percent of our problem" said Principal Youth Court Judge Andrew Becroft.

History of the issue

It has been known for many years and been proven by the kid source that young people who drop out of school face many more problems in later life than people who graduate. But, While national leaders have demanded that schools, communities, and families make a major effort to retain students, the dropout rate remains high.

- 1 For example, In November 2014, a report from the Institute for Fiscal Studies found that students from poorer home backgrounds were 8.4 percentage points more likely to drop out of university in the first two years of an undergraduate course than those from the wealthier homes; they were also 22.9 percentage points less likely to obtain a bachelor's degree. For students studying on the same course who arrived at university with similar grades the differences fell but remained significant.

- 1 Since 2014 the rate of youth dropouts is still increasing. The report concluded that more should be done both to raise the attainment levels of poorer students prior to their arrival at university and to provide additional support to them at university.

The extent of the problem

- 3 Research reveals that the four key pillars of a child's life - family, school, peers and community - hold the key to understanding and addressing child and youth crime. Children committing crimes such as theft, abuse even murder are things that are happening around the world. It is also a crime to compel people to be insecure and that is exactly what's happening to people when youth are committing crimes. The youth whom have chosen to dropout have a small variety of options to look forward to when they leave school without an education, for example; jail, unemployed, homeless or in general find it hard to make ends meet or finding it harder to live on the outside than working at school.

- 3 Why is this happening?

The site; Youth Voices, believes this is happening because youth have lack of interest to gain an education, less motivated to be at school. Seeing their role models dropping out could correlate to their decision to leave school. Not enjoying school in general or the school they were attending is a trending reason. Not gaining or achieving all that they worked hard for and were failing to keep up with school work is preventable reasons. Youth feeling uncomfortable and not getting along with teachers or classmates or maybe they got a job, had a family to support or had trouble maintaining both school and work. Having disciplinary problems that affect them to learn, being suspended or expelled, got married, pregnant or became a parent, had a drug or alcohol problem, had family issues at home or couldn't afford school. These are the main reasons but there are many more.

Who is affected

- 3 The community is affected by this issue because they are afraid of what youth offenders are capable of. People are feeling unsafe in their area because of the increasing rate of youth committing crimes or living on the streets. Parents are affected because they become unsure of how to approach their children and unsure on how to help them. Youth; they are affected by their actions. They are becoming crime offenders within the community. They are disrupting their future and destroying any chance of having a good life by becoming a statistic of where school dropouts go after they leave school which is not a great variety to choose from for example, Jail,

Unemployed, pregnant, or becoming addicted to drugs and alcohol. It is unlikely that these are their aspiration in life.

Who is doing what about it?

"It's hardly the problem of the ministry of education "It's less than 1 per cent of their schools problem but it's at least 75 to 80 percent of our problem." This explains that schools and or teachers are not to blame for the decisions or actions of the youth. The final decision is up to the youth themselves. Schools are responsible to support learning and to ensure the youth have met educational requirements they need for the goals they wish to accomplish. Schools offer guidance, support and opportunities. It has been proven that most teachers often go out of their way to ensure the youth gain everything they need to secure a bright future.

...

How is it going to be in the future?

If this issue is not solved the nation will find that youth will commit more crimes and the statistics will keep rising. The nation is looking at a future full of unemployment and children in jail and not showing the greatness within them. The nation will find that the future will hold a dark and a misconstrued community. If nothing changes than it has been proven that the dropout rate will raise 12% by the year 2020 and New Zealand will become the highest unemployed youth statistic in the world. The question is does the nation want to see such an unsuccessful future?

How to resolve the issue

The New Zealand justice system believes that these are ways to isolate or even prevent the issue from happening by assisting families, schools and communities like;

- > Encourage and reward good behaviour.
- X- Monitor the child's whereabouts and friendships.
- > Use consistent responses to misbehaviour and loss of privileges rather than harsh or physical punishment.
- > Spend time with the child by doing things you both enjoy, or help them with homework or problems.
- X- Encourage parents to show affection to their child.
- > Reduce class sizes.
- > Grouping students by their level of academic performance, not by their age.
- > Behavioural approaches such as providing rewards for effort or achievement.

It is proven that they lack motivation to learn; it is proven that they have difficulties in life that even adults find demanding, but one thing is uncertain. It is impossible to question whether the youth have given up on the future because it hasn't been statistically proven, let's keep it that way. The nation wouldn't want more youth dropping out or youth offending anyway. Youth are unpredictable and this issue is on the shoulders of the nation and the people who want to make the world a better place to change it. By 2016 the future of Youth dropping should be no more and the statistic will decrease by at least 15% once the nation realises that this issue is serious.