



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

Exemplar for Internal Achievement Standard

English Level 1

This exemplar supports assessment against:

Achievement Standard 91925

Demonstrate understanding of specific aspects of studied text

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: Achieved

For Achieved, the student needs to demonstrate understanding of specific aspects of studied text.

This involves:

- describing specific aspects of a text
- describing how specific aspects create engagement with, or viewpoints on, a text
- supporting descriptions with examples from the text.

This student has described how specific aspects in 'Perfect Match' create engagement with the text. Several specific aspects have been accurately identified and described. These aspects include character (actions, relationships, conflict), language techniques (dialogue, repetition) and ideas. For example, *"The technique used to display these quotes is repetition, from Sai continuously asking Tilly questions like these throughout the day beginning with 'Hey Tilly'"*.

The student describes how the specific aspects create engagement by providing a personal response to the text, about topics such as technology addiction and over-reliance on technology. For example, *"I understand the author's idea that people like Sai are reliant on technology if they revolve their lives around it."* The ideas about the impact this addiction and over-reliance has on relationships is linked to the student's own experiences, *"I see it everyday, I see it in my friends when they're always on their phones at school."*

Examples from the text and from the student's life help describe the link between aspects and engagement.

For Merit, the student could explain how specific aspects work together to create a combined effect. The explanation could consider how combining specific aspects helps the reader to develop new understandings or different viewpoints on the text.

In the short story “The perfect match” written by Ken Liu, some ideas the author is showing us in the story about the world through the text are, people can become addicted and blinded by the acts of technology, People like Sai are reliant on technology and As technology advances our every move is monitored. I have chosen these topics to write about because I feel that they are important, they stand out to me and represent what the short story is about.

Do you find people are becoming more addicted and reliant on tech? In the story the author shows us his idea that people like Sai are reliant on technology if they revolve their lives around it. It is shown in the story when the main character, ‘Sai’ refers to having Tilly (AI companion) as the ‘world’s best assistant’ and repeatedly asks her things that Sai should have already planned beforehand or known. These are the quotes that support that.

“Hey Tilly, do you remember where I kept that Wyoming filing with the weird company name and the F merger from maybe six months ago?”

“Hey Tilly Can you get a form for section 131 Articles? Make sure it’s a form that associates working with Singh use.”

“Hey Tilly, memorise these pages. Assign them these tags: ‘Chapman, ‘favours buyer’, ‘only use if associate is nice to me.’”

The reliance that Sai needs from Tilly is shown through the words “Hey Tilly” and follows with either “do you remember”, “can you get” and “memorise these”. The technique used to display these quotes is repetition, from Sai continuously asking Tilly questions like these throughout the day beginning with “Hey Tilly”. I understand the author’s idea that people like Sai are reliant on technology if they revolve their lives around it because I find that people either in my generation or any age, grow to become addicted to technology. I see it everyday, I see it in my friends when they’re always on their phones at school, I see it in my family and I even experience the addiction myself at home and at school, especially on social media. The author displays another idea through people that are addicted and blinded by the acts of technology. He shows us this through the two characters, Sai and Jenny, he portrays Sai’s personality to be addictive and obedient towards Tilly. Then Jenny who helps Sai realise that Tilly is controlling his life. Sai’s addiction causes him to listen to Tilly and fogs over what he wants for himself. Sai doesn’t realise that Tilly is controlling his thoughts and actions. He now thinks that because Tilly is so “amazing” and does everything for him, that he should also be obedient and submit to her suggestions. The quotes displaying this are,

“Do I have time to make my own coffee?”

“You do” “But I suggest you go to this new smoothie place along the way instead—I can get you a coupon code”

“But I really want coffee”

“Trust me you’ll love the smoothie”

“Sai smiled as he turned off the shower. “Okay, Tilly. You always know best.”

Sai is showing the reader that he is addicted to technology through the words “You always know best”, because he is showing that technology has the power to change his decisions

and make up his mind for him. Sai almost seemed happy that Tilly had changed his mind and didn't seem to think anything of it. I understand the author's idea and what he is trying to get the reader to understand. I myself have been persuaded to do or buy something different because of advertisements and technology, all because I am blinded by the acts of technology and can become addicted too.

As technology advances, do you ever think about your every move being monitored? This is the third idea that the author develops based on wider society. The author is trying to get the reader to understand that anything you do on social media is never private, no matter what lengths you go to, to make it 'feel' private. He develops it in this way through the quote,

“Tilly knew all about what kind of women Sai found attractive, having observed the pictures and videos he perused late at night while engaging the Just-For-Me mode in his browser.”

This quote shows me that Tilly has all access to Sai's life. It is proof that Sai has no control over what he does without Tilly knowing, even if Sai engages his “Just-For-Me” mode he has no real privacy and really is being monitored. I can see the links between the short story and in real life that, as technology advances we do tend to be monitored. I can see this through Tik Tok and social media because it monitors what your interests are and forms algorithms to provide content that you enjoy watching to keep you hooked and fail to lose interest.

In the short story “The perfect match” written by Ken Liu, some ideas the author is showing us in the story about the world through the text are, people can become addicted and blinded by the acts of technology, People like Sai are reliant on technology and As technology advances our every move is monitored. I understand the author's ideas and what he is trying to portray through his ideas about the wider world. I came to understand this by breaking down the text and focused on the different characters' personalities. I think that this short story represents real life society very well because I was able to make easy connections to it through my own personal life, or others.

Grade: Merit

For Merit, the student needs to demonstrate convincing understanding of specific aspects of studied text.

This involves:

- explaining how specific aspects work together to create engagement with, or viewpoints on, a text
- supporting explanations with examples from the text.

This student has explained how specific aspects work together to create engagement or viewpoints on the film 'Hidden Figures'. The specific aspects are clearly articulated, with a discussion of the setting establishing a foundation to consider the combined effect of character and film techniques.

Aspects of character are identified to build a picture of Mary's growing motivation and determination to become an engineer, e.g. *"nervous and worried"*, *"her speech about being the first"*, *"quiet demeanour"*, *"growing confidence"*. The explanation of character is connected with specific film techniques, *"close-up shots and over-the-shoulder shots to show the expressions of Mary and the Judge's face during her speech"*.

The explanation of aspects leads to thoughtful consideration of how the viewer is connected to the characters, with new understanding of the impact this decision had on society. For example, *"This decision also helped women attain more equal rights..."* Further engagement with the text is demonstrated through a personal response to the issue. *"Women could do as much as men... and should have as many opportunities..."*

For Excellence, the student could develop a perceptive response that gives explicit consideration to the relationship between specific aspects and the director's purpose. This could include a discussion of possible interpretations, taking into account relevant social or political ideas.

Merit
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This student evidence is presented in audio format on the exemplar webpage.

Grade: Excellence

For Excellence, the student needs to demonstrate perceptive understanding of specific aspects of studied text.

This involves:

- discussing the relationship between specific aspects of a text, and the author's purpose or wider context, using examples from the text
- supporting discussion with examples from the text.

This student has discussed the relationship between specific aspects in the novel 'Legacy' and the author's purpose and wider context. They do this by framing the response around the role propaganda plays in times of war and peace. The perceptive discussion focuses on the author's purpose, then uses the specific aspects to support several key points about the role and effect of propaganda in the text and wider society.

Insights into connections between the specific aspects of characterisation (character actions, beliefs, opinions) and symbolism are given. These are well linked to examples within and beyond the text, demonstrating a perceptive understanding. For example, *"The cassette tapes are about giving Te Ariki a voice to share their stories instead of the ones we are told... rather than sharing the stories that should be told."*

There is evidence of consideration of other interpretations, e.g. *"It's about changing the way people view war and the veterans...[as] humans who have gone through a dreadful experience."* The overall purpose of Awhina's character and her role within the narrative to emphasise the danger of propaganda and the need for all voices to be heard is thoroughly considered. Each point is supported with examples from the text.

The novel *Legacy* by Whiti Hereaka tells the story of Riki, a 17-year-old boy who is only concerned about his future and his girlfriend Gemma. His life is drastically changed when he gets hit by a bus and is pulled through a time slip, back to the war of 1915 in place of his great-great-grandfather, Te Ariki in the battle of Wazza. The author is trying to get us to consider the idea that not only is propaganda important in times of war but also in times of peace. The author uses the theme of propaganda to display the use of romanticising war to compel young people and soldiers to enlist in war. She also gives us the idea of the voices of the past being silenced to retain the truths of war. This is shown through the aspect of characterisation and the aspect of symbolism. This links to the wider world because propaganda still exists in our world today. Voices from the past are beginning to speak out and share their stories.

The idea that propaganda (misleading or biased information used to promote a political point of view) and is shown through the characterisation of Te Awhina, Riki's mother. At the beginning of the novel, Te Awhina is transcribing old cassette tapes of Te Ariki. Te Awhina disapproves of war but wants the real truths about it to be remembered. She has a very strong perspective on war and how war is seen to be something it's not. We see this when Te Awhina talks about waiting till all the veterans are gone, so the powers can put their words into their mouths. "We would rather think of war as a jolly adventure. We need to change the narrative." Changing the narrative is about listening to those who have spoken their truths about war and looking at war from a different perspective. It's about changing the way people view war and the veterans for example when people call and treat soldiers 'heroes' instead of men or humans who have gone through a dreadful experience. Te Awhina uses the idea of romanticising war to reinforce the key theme of propaganda. The author is using Te Awhina to talk about topics of making soldiers seem like heroes and making war seem like an adventure. This displays propaganda because it shows misleading information to promote a specific point of view on a political cause (war). The way Te Awhina's character is written challenges the audience's idea of war and displays the use of propaganda in the world.

The purpose of *Te Awhina* is to challenge how the audience views war and to make them rethink how the media has the power to mould the story of war. Whiti Hereaka is trying to get the audience to consider how we speak of war and changing the way history is moulded. She wants the audience to be aware that how a story is told can change how people think of real, historical events. This makes me think about all the young men who are going to fight against Ukraine and how they may not be completely aware of the situation they are going to be in. This is because of the way the stories have been told about war in the past, and how the story of war has been changed and moulded to seem more glorious than it is. This makes me think about other interpretations of the text. One of them is how the author used a simile to compare soldiers to kids. "They seem more like kids on an away game than born warriors" This makes us think the soldiers are too young to be in the situation of war. It also suggests these soldiers are naive and carefree, whereas soldiers would be more aware of the brutal reality that awaits them. She makes the link to make us think about teenagers going off to play a game of football, and then having to imagine the same people going off to war. This links to propaganda because the recruitment process encouraged soldiers to think

they are signing up for a glorious type of war. This helped deepen my understanding of Te Awhina because it helped put the purpose of Te Awhina into perspective as she is focused on challenging the use of propaganda and romanticising war.

In the novel, Hereaka uses cassette tapes to tell Te Ariki's story. They are interviews with Te Ariki about his experience and his perspective on the stories that have been told about war. These cassette tapes symbolise the voices of the past, voices that have been silenced to preserve the truth. An example of this would be Te Awhina saying "People are waiting till all the veterans are gone, so the powers can put their words into the veteran's mouths." This means, the media (news, government, social media) waiting till soldiers from past wars can't tell their stories anymore, so they can mould the story of war. The cassette tapes are about giving Te Ariki a voice to share their stories instead of the ones we are told and are urged to believe by those who are wanting to conserve the truth of war. The cassette tapes are an important symbol in which Whiti Hereaka conveys propaganda. " If you don't speak up for yourself, then other people are more than happy to speak for you; to invent something to fill the void. To 'change the narrative', some might say." This means that speaking up and telling your story is vitally important, otherwise, the story can be changed and modified to fit the story that others want to be told rather than sharing the stories that should be told.

The author used cassette tapes to make the audience think about how history is moulded by those who tell it - so it's vitally important to tell your own story. The cassette tapes link to this because they are all about Te Ariki telling his story, and trying to re-mould the narrative of war. This makes me think of the similarities between the cassette tapes and today. The cassette tapes are all about Te Ariki, a WWI veteran telling his story. This makes me think about interviews that we see on news platforms like Channel 1 News. There is a story about a WWII soldier sharing his story with the world. He talks about the treatment he received when he came home from war which is very similar to Te Ariki's interviews on cassette tapes. The cassette tapes also represent the truth. The author uses cassette tapes to show the opposite of propaganda to display and stand for truth. This was shown through Te Ariki's stories on the cassette tapes and how he was telling his truth through his experiences and perspective on war. These were passed down through generations of his family to share his truth and stand against propaganda. This can also link to the wider world today because today's version of cassette tapes are social media and videos. There have been many videos on topics like these of people sharing their stories/truths that can be passed down through generations.

The aspects of characterisation and symbolism have worked together to create a new perspective and understanding of propaganda. Te Awhina is used to show the theme of Propaganda by bringing attention to how people view war and how it has been moulded through stories of people who have never been to war. This works with the cassette tapes because the cassette tapes show how war veterans feel about being called heroes and how they feel silenced due to others telling and changing their stories for them. Together, these made me think about the way history has been moulded and how important is it to be able to tell your story, instead of being silenced and letting others mould your story for you. The cassette tapes also tie in with Te Awhina because they contrast Te Awhina's emphasis on Propaganda by sharing the truth. They help create a deeper understanding of Propaganda because they show how different the real truth is to the biased truth that is told and moulded

by others (government, news). It shows the difference between propaganda which is misleading/biased and truth which is voices.