



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

Exemplar for Internal Assessment Resource

English Level 1

Resource title: Texts For Pleasure

This exemplar supports assessment against:

Achievement Standard 90854

**Form Personal Response to Independently Read Texts, Supported By
Evidence**

Exemplifies standard

The moderators have found generic work suitable to be used to exemplify the standard but may not match an A or B assessment resource.

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	Grade Boundary: Low Excellence
1.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>This response demonstrates sufficient perceptive understanding to meet Excellence (see EN4). Insight into the nature of the human character (highlighted in bold in the text) is demonstrated within the context of the text and is linked to issues in the wider world. Understanding and reflection is supported with relevant textual references (<i>italicized in the text</i>).</p> <p>A more secure Excellence could further reflect on the conflict between money and the environment, as discussed in the first paragraph, or develop further insight into the appeal of the 'alternative' lifestyle as chosen by Jake.</p>



Text six:

Title: Avatar

Director: James Cameron

Text type: Visual (film)

Avatar is a story about the human race's constant need for money and the lengths they go to get it.

I think the **theme of greed is very relevant to today's world** because people are always trying to find ways to make personal gain instead of helping others. Greed is shown in the film by the humans who *are willing to destroy a village at all costs just to make money*. The humans go to war with the Na-vi because their village is on a large deposit of a substance called Unobtainium. It is worth trillions of dollars and the humans are going to destroy the village to get to it. An example of this in our own country was *the recent proposal of open cast mining in an area of New Zealand's protected land*. This to me shows how easily man can be swayed by the dollar signs. Even in an environmentally friendly country like New Zealand our native beauty will always be at risk when there are those in positions of power who are ruled by greed as opposed to conservation.

But there is hope in the film that greed does not always win. The character Jake starts off as nothing more than a "knuckle head" marine oblivious to the horrific plan the humans have to destroy the Na-vi village. As the film progresses so does Jake's caring personality. Jake discovers what he heard about the Na-vi to be a lie, in Jake's eyes the Na-vi are the peaceful ones and the humans were the savages. *Jake rejects human greed and stays with the Na-vi. He decides to learn their way of life and becomes one of them.*

	Grade Boundary: High Merit
2.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>This response demonstrates convincing personal engagement with the text, as required for Merit (highlighted in bold in the text). This reader's own ideas about 'real teenage girls' and school age friendships have been successfully integrated with the author's viewpoint, all supported with relevant textual references (<i>italicized in the text</i>).</p> <p>In order to meet Excellence, the response could, for example, further develop the comments about the appeal of the 'modern format' of the three narrative perspectives. Further insight and reflection on the nature and significance of friendship, both within the novel itself and in the wider social context, could also be demonstrated (see EN4).</p>

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Text five:

Title: tyt!

Author: Lauren Myracle

Text type: Extended written text (novel)

Note: the questions and the answers were all written by Josephine

Anna : Who introduced you to this novel?

Josephine: I actually found this novel in the library as I had previously read a novel by the same author before. I really enjoyed it and loved the fact that it was different to every other book I have read before

Anna : What appealed to you in this novel?

Josephine: Basically, what appealed to me in this novel would have to be the fact that is written in a modern format from the perspectives of three teenage girls who are at high school.

Anna : Is it realistic?

Josephine: Yes, they go through all the things that most teenagers go through such as having their hearts broken, the pressures of school and falling in and out of love.

Anna : What do you think the msge is?

Josephine: I really liked how it reflected what real teenage girls go through and found that the author's portrayal of the challenges that friends of all ages and genders go through was accurate and realistic at the same time.

Anna : Who was your favourite character in this novel?

Josephine: I couldn't really pick a favourite character as they are all interesting and are realistic portrayals of the average teenage girl.

Anna : Okay so tell me why you liked one of them!

Josephine: Maddie (*mad maddie*) is being torn between her two best friends and trying to fit in with the popular girl that she has known since elementary school, Zoe (*zoegirl*) is in love with a student teacher and has to make the tough decision on whether to follow her heart or her head.

Anna : Any others?

Josephine: Angela (*SnowAngel*) is suffering from major heartbreak when she finds out that her boyfriend was cheating on her with another girl. As they all have their own problems that they need to face, it makes it hard to pick a favourite as I honestly think that they are all different in their own ways.

Anna : What, in your opinion, is the author trying to convey in this novel?

Josephine: I think the author, Lauren Myracle, was trying to convey the idea that **all friendships may be tested by different things through life but real friendships can make it through the hard yards** and stay strong, even when you think that no one else understands what you are going through.

Anna : Can you explain that a bit more?

Josephine: Teenagers go through this and it makes the novel even more realistic because it is based on very true experiences that almost everyone will go through at some point in their lives. *She said in the back of her novel that it was trying to prove that even though people would tell her that her high school friendships wouldn't last, they will last as long as you want them to and that her friends still keep in contact with her every day.* It just goes to show that anything can happen and that friendships can last forever.

	Grade Boundary: Low Merit
3.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>This response has demonstrated a sufficiently convincing personal engagement with the difficult challenges faced by the characters in this text to meet Merit (highlighted in bold in the text). Supporting references to show understanding of the 'struggles some people have to face' are generally meaningful (<i>italicized in the text</i>) but could be further developed to provide a more secure Merit response.</p> <p>A more convincing Merit could further respond, for example, to the characters' behaviors, the genetic issue or social attitudes and values (see EN3).</p>

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Text four:

Title: My Sister's Keeper

Author: Jodi Picoult

Text type: Extended written text

My Sister's Keeper made me **appreciate the struggles some people have to face in life**. It showed me how hard it must be for parents to lose a child, or have a child with a serious illness. Kate and Anna's parents Sara and Brian have a difficult choice to face when they find out that Kate has leukemia. They decide to have another child, Anna, to use her genetic material to save Kate. But because of this, Anna does not have a normal life. *Sara and Brian have to sacrifice Anna having a normal life, for Kate to survive.* They have to live with their decision.

I thought that Anna was probably the strongest person in the book because she was so supportive of her sister and she would do just about anything to help her. She has to struggle with the idea that her *body is being used as spare parts, an abuse of her body*. Anna is strong enough to help her sister even though it goes against what she believes. This made me really admire her.

	Grade Boundary: High Achieved
4.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>Personal engagement with the article about Facebook is demonstrated in this response (highlighted in bold in the text) (see EN2). Specific and relevant examples from the article connect this reader's prior knowledge with the new understanding that the article has generated (<i>italicized in the text</i>).</p> <p>To be more convincing (Merit), the response could demonstrate a more meaningful response to both the benefits and dangers of Facebook as described in the article (see EN3). This could be either from a personal or a social networking perspective.</p>

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Text three:

Title: The Art of Friendship in a Facebook World

Author: Ruth Laugesen

Type: Article

I had never thought about how important Facebook can be for some people. In the article a man by the name of Nick Latty stated how he thought Facebook knew too much about him and wanted to cancel his account because he realized that he could end up in a dangerous situation. However he couldn't because it was *where his friends and family posted dates and photos where he wasn't able to find anywhere else*. I had never thought about how Facebook can be used for people in a difficult situation like being in hospital. Social networks like Facebook allow you to communicate with loved ones whenever you want. An example of this is when a woman was in hospital *recovering from cancer and she used Facebook as a way of communicating with her family and friends because she did not want to physically talk to them*

	Grade Boundary: Low Achieved
5.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>Personal engagement is just sufficiently demonstrated in this response by the statement "I realized that it was really hard for him"(highlighted in bold in the text). Supporting evidence includes a direct quotation and references to relevant incidents in the text <i>(italicized in the text)</i>.</p> <p>A more secure Achievement (see EN2) could demonstrate a more meaningful understanding of, for example, Li's courage, challenges, confusion or conflicting emotions.</p>



Text two:

Title: Mao's Last Dancer

Author: Li Cunxin

Type: Extended written text (novel)

What I found interesting about this book was Li's change from his homeland's Communist views to the beliefs of an American Capitalist society. I hadn't realised how different he would find America. He is amazed when he goes to America for the first time, saying "*the contrast with the bareness of China was so amazing that I started to wonder once again about America's prosperity and the stories we'd been told.*" I **realized that it was really hard** for Li to accept that he had been lied to by his beloved Chairman Mao as he had been a faithful communist all his life and had worked hard at his dancing for communism and his country. When he decided to *defect and become a free person in America* that was like giving up who he was and what he had worked hard for all his life.

	Grade Boundary: High Not Achieved
6.	<p>The standard requires that 6 personal responses are formed, supported by evidence.</p> <p>In this response, personal engagement is identified as a feeling of connection with the animals in the story (highlighted in bold in the text). However this engagement with the text has insufficient supporting evidence to meet Achievement (see EN2). The 'connection' felt for the 'Incompetence of the animals' needs to be supported with specific examples, references and/or details.</p> <p>Examples could be given of the 'simple language' used and of the reader's feelings when Napoleon's exploitation of the other animals is described by the author.</p>

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Title: Animal Farm

Author: George Orwell

Text type: Extended written text

Animal Farm by George Orwell was a highly enjoyable book. The simple language the author used throughout the story meant that I was able to focus on the plot instead of being drawn into personal drama's between the animals. Because the author did not describe the characters in great detail, my imagination was left to roam, and I was able to create an image in my head , of the scenario, making me feel closer to the situations that arose during the story. Very simple language was used in Animal Farm. The author did not complicate the novel by using complex words that are intellectually challenging. Instead, by telling the story using basic language, I was able to focus on the plot of the story. One of the main issues in the story is the education of the animals. At the start of the story, Napoleon (the main character and dictator over the animals) is against this idea. But he soon realises he can use this to his advantage and exploits the animal's inherent naivety. The incompetence of the animals is reflected on George Orwell's style of writing, and this **made me feel connected** to the characters and the story.