



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

Exemplar for Internal Assessment Resource

English Level 1

Resource title: Here's What I think

This exemplar supports assessment against:

Achievement Standard 90053

Produce Formal Writing

Student and grade boundary specific exemplar

The material has been gathered from student material specific to an A or B assessment resource.

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	<p>Grade Boundary: Low Excellence</p>
<p>1.</p>	<p>To achieve this standard the student needs to; develop and structure ideas effectively in formal writing; use language features appropriate to audience and purpose with control to command attention in formal writing.</p> <p>The student develops and structures ideas effectively. Ideas are compelling and well organised. The student:</p> <ul style="list-style-type: none"> • argues how wrong whaling is and that it needs to be stopped • includes statistics, examples, opinion and discussion to support the argument • offers viable solutions to using whale parts in the third paragraph • structures the ideas sequentially • draws together the ideas in the conclusion, reinforcing the argument to ban whaling. <p>To meet Excellence more securely, the fourth paragraph requires further development of ideas connecting the significance of the examples used to the argument. For example:</p> <ul style="list-style-type: none"> • what does the sinking of the Ady Gil tell us about volunteers and whaling? • what were the consequences for the crew of the Ady Gil and whaling? • how does the sea shepherd help to stop whaling? <p>There is a distinctive personal voice which commands attention. A variety of language features have generally been used:</p> <ul style="list-style-type: none"> • opinion • questions • statistics • examples. <p>There is some awkwardness of syntax and punctuation, particularly in the second paragraph, which is acceptable for a Low Excellence.</p>



Whaling is wrong

To most, standing on a boat, sun shining on your face, water splashing everywhere and wind blowing through your hair, this would seem like a good day. Unfortunately for this group of people the sea is not blue like normal, but is red instead. Painted red by the Japanese whaling that is destroying the whale population, using unnecessary resources and forcing volunteer groups to take action against it.

New Zealand's East Coast is a great place to see whales in their native habitat. Some towns, like Kaikoura, even live on the money produced from the tourists coming to see the whales. Whale watching is really popular in NZ. This could be because people know that whaling is reducing their numbers and endangering many species. It is still not known if some species, will recover even after years of protection. Blue whales are less than one percent of their original numbers, despite 40 years of protection. The West Pacific grey whale is the most endangered in the world with just over 100 remaining. Tests: have shown that humpback whales could have numbered 1.5 million prior to whaling. Now their number sits around 20,000. This clearly shows that whales are on the brink of extinction and something needs to be done about it, starting with the destruction of the whaling industry.

In our modern 21st century lives we have so much technology on hand to do whatever we want. So why do we need to use whale parts to make things that we could use from other material, that isn't endangered? Whale meat, is used as food, it tastes like beef so why couldn't you just eat beef? Whale blubber is cooked until rendered to oil and then made into various items including perfume, soap, make up, wax and grease. There are plenty of other ways to produce these products that do not waste precious resources. Whale bones are boiled down to make glue or ground up for fertiliser, which again has been made many other ways that don't include whale parts in them. Is it now time to explore other resources to replace the use of whale remains?

So, what about those who are doing something to stop Japanese whaling? On January 7th 2010 The Ady Gil, formerly the Earthrace boat, was attacked by a Japanese whaling vessel. It had stopped well out of the path of the Japanese boat. It was quite a surprise when the crew onboard saw them turn in the direction they were in and accelerate. They sounded the alarm but could not evade the Japanese boat, crashing into the Ady Gil and destroying it. The estimated financial loss from the sinking was \$1.5 million. This shows how much volunteer services do to deter the Japanese whaling. Another ship involved is the MV Steve Irwin, named after the crocodile hunter. This ship is involved with the Sea Shepherd Conservation Society. This is a larger ship than the Ady Gil and therefore is slower, but still does a lot to stop whaling ships. What's needed are more willing people to show their objection by signing up as crew on boats such as these.

So as you can see, Japanese whaling is depleting the whale population, using unnecessary resources and forcing volunteer groups to take action against it. Whaling should be banned because it is wrong to do for any reasons. It is time to enforce a total ban on whaling and save our whales.

	Grade Boundary: High Merit
2.	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in formal writing; use language features appropriate to audience and purpose with control in formal writing.</p> <p>The student develops and structures ideas convincingly about the dangers of the web. Ideas are generally credible and connected.</p> <p>To meet Merit more securely the student would need to support some of the ideas with more specific examples to secure a more credible and connected persuasive argument. For example:</p> <ul style="list-style-type: none"> • Internet banking, web credit card transactions and scams to support identity theft. <p>The student structures ideas sequentially through examples, opinion and discussion to develop ideas convincingly. The conclusion draws together ideas with a final warning for parents.</p> <p>The student uses language features with some control linking to the intended purpose 'different dangers in using the web' and audience through:</p> <ul style="list-style-type: none"> • stalking example • vocabulary selection • syntax • stylistic features and written text conventions (including spelling, punctuation, grammar). <p>To meet Merit more securely further crafting is required. There are lapses in control in places:</p> <ul style="list-style-type: none"> • "I remain to believe that...". • "Not only has your child ran away with..".

2

We should be worried about the World Wide Web

Imagine this. . You come home from work to find your child gone. You hear the hum of the computer in the background and walk over to the screen. The evidence is right in front of you. Not only has your child run away with an unknown man, you've heard past stories of murder and rape due to chat rooms on the six o'clock news. As an internet user myself, I strongly believe that we should be worried about the World Wide Web for many reasons. Throughout this essay I will be exploring three themes in chronological order. The dangers of social networking sites, online predators are everywhere and why children need to be protected from the internet.

Facebook and Bebo are two popular social networking sites for children and adults. In the article 'The art of friendship in a facebook' by Ruth Laugesen describes how these sites have lots of dangers unbeknown to their online users. In my opinion, websites like this should be banned for the safety of not only children, but everyone. Although highly controversial it would put a stop to identity theft and potential stalkers. Personal information that is published on your child's webpage can be accessed years from now, even if it has been 'deleted'. Recent studies show that if social networking didn't exist there would be a direct decrease in online predator's successfulness.

Unknown to parents, online predators are everywhere. It is particularly unsafe for children to be online due to their naivety. Once they accept strangers to be their so-called friend they can find themselves in undesirable situations. To prevent this sort of misconduct from occurring I feel that children should be frequently supervised by an adult or older sibling. Online predators are even targeting young adults. An example of this is the killing of twenty year old Mathew Pyke by twenty one year old David Heiss. Pyke and his girlfriend Joanna Witton set up an online game called Warscentral. It attracted about 40 players one of which was stalker David Heiss who also had a fixation for women with red hair. After playing the game with Joanna, Heiss and Joanna began to exchange personal information. He looked her up on facebook and from her picture saw that she had red hair. He wanted more than friendship from her and began to declare his love for her online in the game. Even though he lived in Germany he made three trips to England to stalk her. On his final trip he stabbed her boyfriend Matthew 86 times to death. His obsession with her drove him to get rid of what he saw was coming between them being together 'Matthew'. This shows us that giving personal information over the web either through a game or on facebook can have serious consequences even when you think you are old enough to handle it. <http://www.independent.co.uk/news/uk/crime/online-stalker-killed-man-out-of-hatred-and-obsession-1675814.html>

Safe Net advocates that many children and teenagers of today do not have the maturity or mental ability to judge whether an online situation is right or wrong, in contrast to adults. Some young adults are unable to judge the seriousness of what they are doing online. Chat rooms are a potential trap for innocent children, and young adults where predators can operate. As a result of this I think chat rooms should be monitored closely by professionals and cyber safe services. When a person signs into a chat room they can be anyone they want to be. Online predators can fool whoever they want into believing their intentions towards them are good when in reality they are not. In conclusion I believe that we should be worried about the World Wide Web. Social networking sites can be accessed years later, even if deleted. Online predators can pretend to be someone they're not in order to take advantage of children, and adults who do not have the mental ability to judge whether a situation is right or wrong. This is why parents need to care.

	Grade Boundary: Low Merit
3.	<p>To achieve this standard the student needs to; develop and structure ideas convincingly in formal writing; use language features appropriate to audience and purpose with control in formal writing.</p> <p>The student develops some credible ideas convincingly:</p> <ul style="list-style-type: none"> • gives reasons why the driving age should not be raised • suggests teens' brain development as contributing factors for teen road crashes • explores both sides of the argument • offers solutions to combat teen inexperience in driving. <p>To meet Merit more securely ideas need to be developed and linked. For instance the student needs to link ideas about solutions for increasing the driving age to prior information about teen brain development for a more compelling and well organized persuasive argument.</p> <p>The student structures ideas convincingly through a progression of pros, cons and solutions, statistics, examples, opinions and discussion.</p> <p>The student uses a variety of language features with some control Language features have been selected to link to the audience and intended purpose 'not to raise the driving age' through:</p> <ul style="list-style-type: none"> • opinion • questions • examples • statistics. <p>Although a variety of language features have been used there is some awkwardness of syntax in the first two paragraphs.</p>



Driving Age

You are a single mum and you have three children. The eldest has just turned 15 and loves playing sport and being social. Having to take three children to different places all the time can be a bit of a hassle, but when you only have two children it makes life a lot easier. Letting the eldest take him or herself around is like taking a load off. The driving age should not be raised from 15.

A lot of teenagers are leaving school around 17 and 18 to attend university. How are they meant to get there if they only have their learners? They will need someone who is at least 22 (someone who has had their full for two years) to be in the car with them. Also, teenagers who live in rural areas who have to get into town almost every day for school would be dependant on their parents for longer. Buses would be a main alternative but buses don't go out to isolated places in the country. 17 is just too old to be learning to drive.

On the other hand, teenagers do contribute to a majority of crashes on our roads. An article in teenage magazine *Tearaway* stated that teenagers make up only 7% of drivers but contributed to 14% of crashes in 2006. Dr Robert Isler stated that the frontal lobe of the brain has not fully developed until the age of 25. The frontal lobe controls judgement and self control which is needed when learning to drive.

An alternative to raising the driving age from 15 could be to extend the periods of time we have for each stage of our licence. The time period for a learner licence could be extended to twelve months rather than six months. This would mean that the minimum age a person could get their restricted and start driving solo would be sixteen. They would have greater knowledge of driving on busy roads. Also a defensive driving course could be compulsory on a restricted licence. This would help teens to learn about driving safely on the roads with other vehicles.

The driving age of 15 is fine where it is but the time periods could be extended and the tests could be made tougher. What we really need to put our attention onto is the quality of driving we allow on our roads.

	Grade Boundary: High Achieved
4.	<p>To achieve this standard the student needs to; develop and structure ideas in formal writing; use language features appropriate to audience and purpose in formal writing.</p> <p>The student develops and structures ideas about: the positive and negatives of homework and includes some relevant examples to support the argument.</p> <p>To meet Merit ideas need to be developed and structured convincingly so that the persuasive argument is generally credible and connected. Further development is required in the third paragraph to meet the convincing element required for Merit:</p> <ul style="list-style-type: none">• A more convincing link between obesity and homework could be developed. <p>The student structures ideas sequentially. The first paragraph develops positives of homework. Second and third paragraphs develop negatives of homework. Conclusion draws together ideas and offers a solution.</p> <p>The student generally uses language features appropriate to audience and purpose:</p> <ul style="list-style-type: none">• vocabulary selection• syntax• stylistic features and written text conventions (including spelling, punctuation, grammar).



Homework's Out of Control

The biggest damage in children's learning today is done by homework! Homework is usually used to re-cap on what work has been done during the day or to prepare for future tests and subjects, but is it being over used with students. While teachers might only give thirty minutes of homework a day, students have five teachers a day. This means five loads of thirty minute homework which starts to become a very time expensive activity. With after school jobs and sports children soon get overwhelmed and cant handle the amount of homework that they are being given.

Homework has been around since the start of school and while most children would argue it is an evil invention to bring pure misery to them, it actually has some valuable bonuses that can help students to get better in their schooling. It helps us remember what we learnt during the day instead of just forgetting it. For other languages such as languages which we do not use outside of the class it can help us practice that as well.

But there is also a downside; homework intrudes into students after school time. This limits the physical, social and emotional activities they may participate in. Scientists have linked homework to obesity; students who spend lots of time doing homework until it is too late to go outside miss out on physical activity which is extremely important in a child's development.

Homework is also known to cause frustration and exhaustion, which can lead to serious psychological problems in later life. Homework may cause students to stay up late to complete it, which makes them fatigued. This can make them too tired to pay attention the next day when they have to attend school the main learning part of there life. This means that they are not learning due to too much homework. (<http://www.3news.co.nz/No-more-homework-for-Karori-Normal-students/tabid/423/articleID/141869/Default.aspx>)

Schools can help stop the negative effects of homework by regulating homework and getting teachers to discuss with each other to make sure they do not overload students with to much. Teachers can also make homework not compulsory which will get rid of the stress that comes with it. Homework is a great thing, it helps us learn but it needs to be regulated and to be worked with the student so it does not get in the way of the students other commitments.

	Grade Boundary: Low Achieved
5.	<p>To achieve this standard the student needs to; develop and structure ideas in formal writing; use language features appropriate to audience and purpose in formal writing.</p> <p>The student develops and structures ideas about 'Success in sport is not all about winning', and includes relevant examples to support the argument.</p> <p>To meet Achievement more securely the student would need to further develop the fourth paragraph (see EN4).</p> <p>For example:</p> <ul style="list-style-type: none">• Why do athletes find it difficult to "see success in terms of achieving their own goals rather than surpassing the performance of others". <p>The student structures ideas sequentially through sports examples, sports scenarios and some quotations to build on ideas. The conclusion generally draws together ideas and reinforces the argument with a quotation.</p> <p>The student generally uses language features that are selected and linked to the intended purpose and audience 'success in sports is not all about winning' (see EN7): Some awkward expressions are acceptable.</p>

Success in sports is all about winning

The statement that in sports success is all about winning is a false accusation. It is along the same lines as 'winning brings you happiness', but it too is also a false accusation. The fact that you have come first is not all about your winnings, but about your own personal goals.

If you are in a running race and you come third place out of eight runners, then you will not come first but that does not mean that you are not noticed. For example in the Olympics the third place runners are still credited for and are also given a medal for their success. If you get a placing that is not enough to get on the podium at the Olympics games, the athletes will still realize that they have had a great success to themselves as they have just competed with the world's top athletes that have possibly ever lived.

Again with the example of athletes, if they are a high jumper the coach will help them plan a goal, whether it is a long distance or short distance goal it does not really matter, but completing that goal does. If the jumper does not win the competition but reaches their goal and in fact passes it then they will have had a success right there and then.

"Athletes must see success in terms of achieving their own goals rather than surpassing the performance of others" says Reiner Martens, PhD for Human Kinetics. This is a statement that is true, but this is also one thing that is easy to state but very difficult to achieve.

In conclusion the statement that success in sports is all about winning was wrong in past, is still wrong in the present and will still be wrong in the future. It is a great feeling to win but it is a greater feeling knowing that you have accomplished something far greater. As quoted by Albert Schweitzer "Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful."

	Grade Boundary: High Not Achieved
6.	<p>To achieve this standard the student needs to; develop and structure ideas in formal writing; use language features appropriate to audience and purpose in formal writing.</p> <p>The student has structured ideas sequentially linking back to the introduction.</p> <p>The student has insufficiently developed and supported ideas. To achieve the standard the ideas need to be developed and structured, which means to build on a single idea by adding details or examples, linking that idea to other ideas and details, and working towards a coherent planned whole (see EN 4) The student would need to develop the following:</p> <ul style="list-style-type: none">• How do some larger more dangerous schools show us that bullying is growing and reaching dangerous levels?• Technology as a means of bullying requires further development and supporting examples. <p>Language features are not appropriate to audience and purpose (see EN7). To achieve the standard the student would need to address the following issues:</p> <ul style="list-style-type: none">• grammar.• spelling.• missing words.• syntax.



Bullying

I think bullying is not an issue in all New Zealand schools. Our school is relatively safe, some schools however have an increase bullying issues and technology and the media have a strong influence on bullying.

Our school is relatively safe because of it being a small country school. After talking to a couple of teachers I found out that our school has only had a couple of fights and some verbal bullying, but it has not gotten any more serious than that. One reason why the bullying incidents have not gotten more serious is because of the school being so small everyone knows each other. Who wants to pick on their friend?

In contrast to our small school there are some larger more dangerous schools in New Zealand. Which have an increasing number of bullying issues. This shows us that bullying is growing and reaching dangerous levels. Sooner or later this is going to get really bad someone could get seriously injured or killed. We watched a documentary in from 20/20 that showed two teenagers in a large North island School who were savagely beaten. There was a lot of discussion about the influence of the gansta culture and how it has resulted in a higher level of violence in teenage bullying.

Recently the way people go about bully has changed because of the new technology and media. This pay's a big part of the influences on bullying. We see this by the internet site, like Bebo, Myspace and many more. People use these site's to bully people by writing so that mean they don't have to say it face to face. Another way we this is by txting, this plays a main part in bullying. The consequences of txt bullying is the same as over the internet so you can heart people feeling with out talking to them face to face.

I Think it is not an issue in schools because most of the bullying is only writing. It is not face to face. So in my perspective it doesn't really mean anything. I found out that bullying is not a big issue in schools around New Zealand.