



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

Exemplar for Internal Assessment Resource

English Level 1

This exemplar supports assessment against:

Achievement Standard 90855

Create a visual text

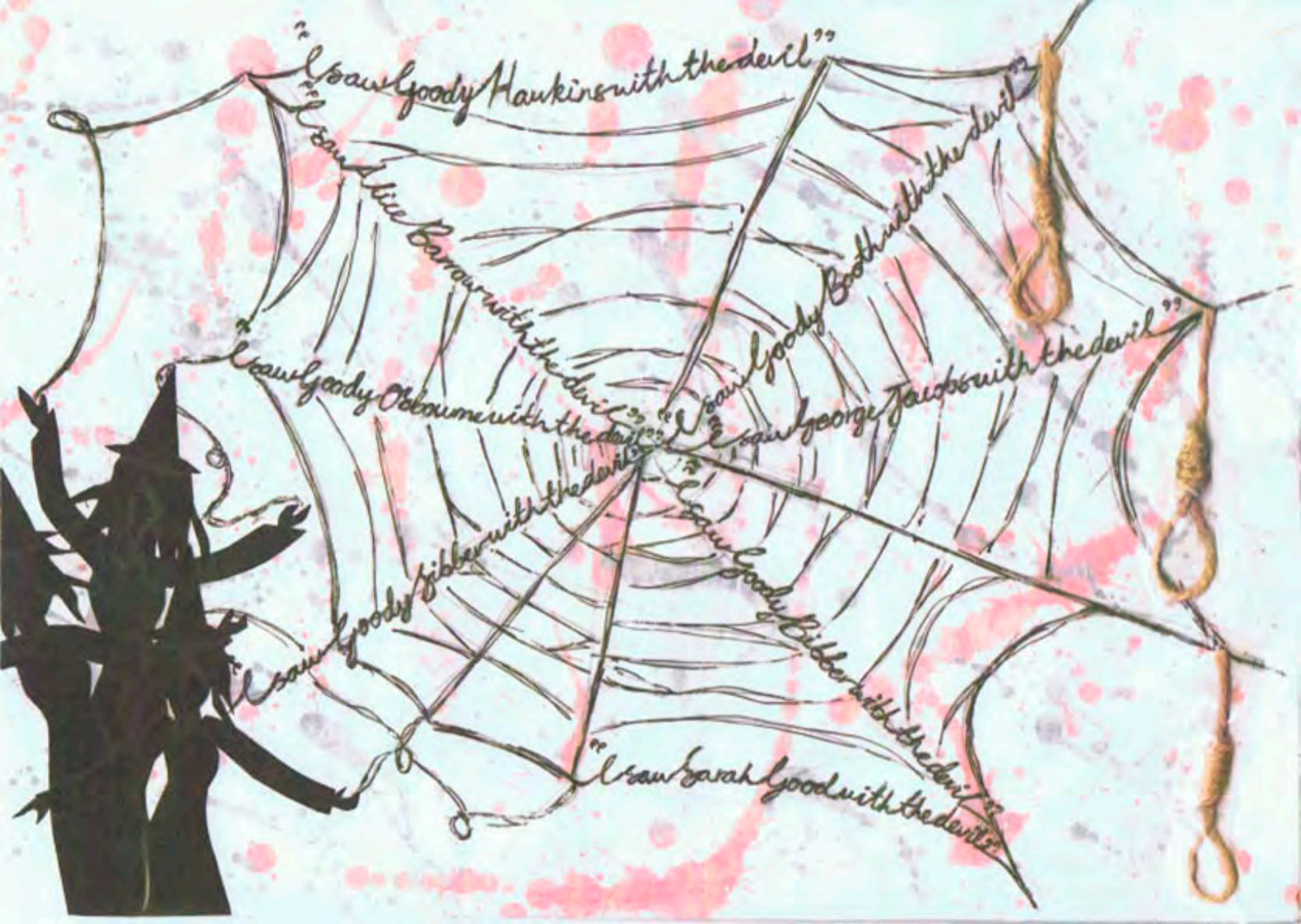
Student and grade boundary specific exemplar

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

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	Grade Boundary: Excellence
1.	<p>To achieve this standard the student needs to develop and structure ideas effectively in a visual text, and use language features appropriate to purpose and audience with control to command attention.</p> <p>Ideas are developed and structured effectively. The student makes compelling and well-organised connections using a symbols, quotes and illustration to present, connect and build on ideas about the web of gossip and lies in the text <i>The Crucible</i>.</p> <p>The spider web, integrated with quotations, commands attention. The shadowy figures on the left side of the image appear as witches weaving their web of lies. The quotations in the web symbolise their victims. The background colours of murky grey and red spatters are effective. These colours suggest the murkiness of lies and the consequences of these connect to the nooses and the blood spatters.</p>



"I saw goody Hawkins with the devil"

"I saw the Barrow with the devil"

"I saw goody Booth with the devil"

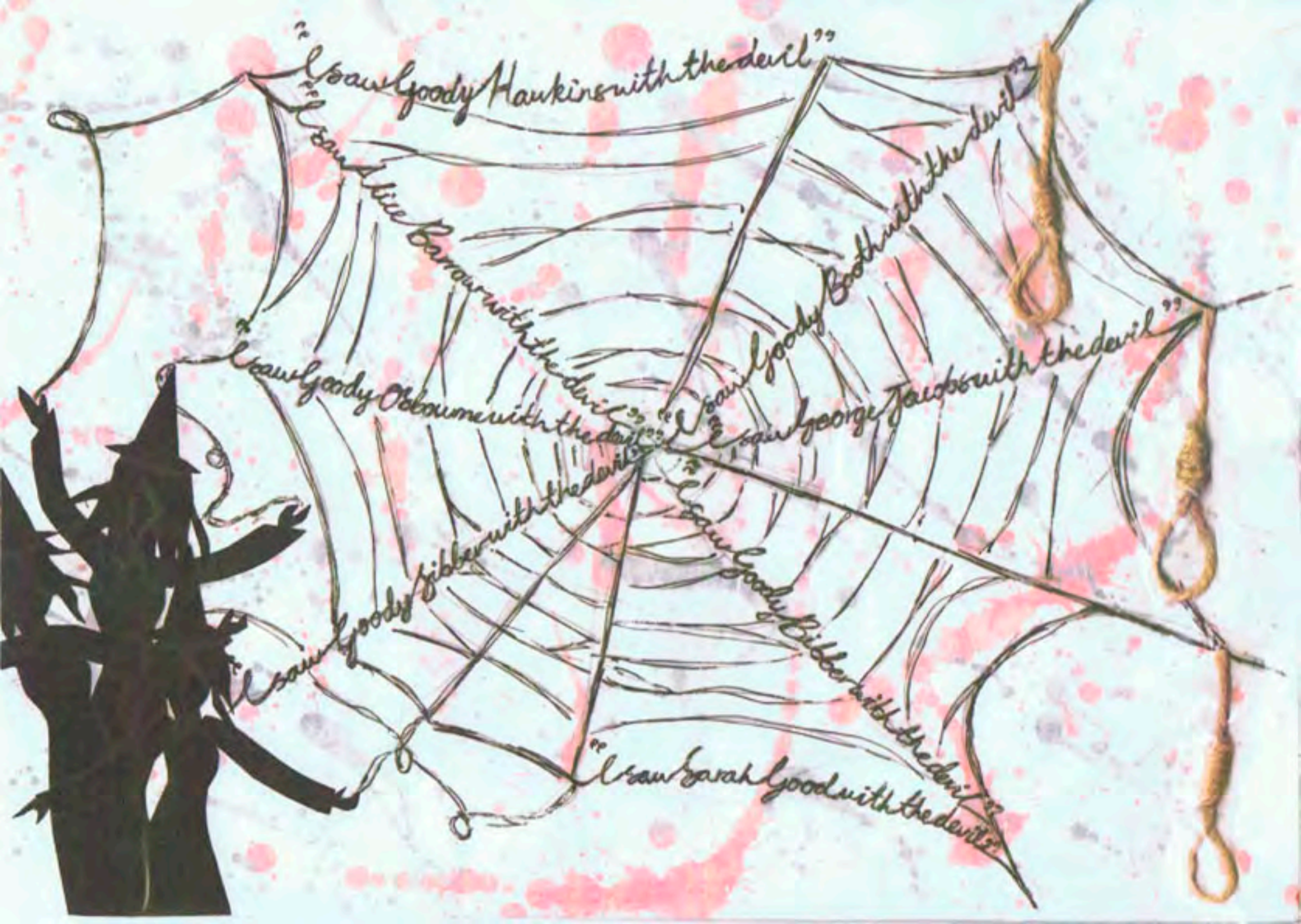
"I saw goody Obbourn with the devil"

"I saw George Jacobson with the devil"

"I saw goody Bibber with the devil"

"I saw goody Bibber with the devil"

"I saw Sarah Good with the devil"



	Grade Boundary: Low Excellence
2.	<p>To achieve this standard the student needs to develop and structure ideas effectively in a visual text, and use language features appropriate to purpose and audience with control to command attention.</p> <p>Ideas are developed and structured effectively. The student makes compelling and well-organised connections using symbols, quote, a combination of found images and illustration to present, connect and build on ideas about the treatment of people during war.</p> <p>The image of the train, with the cow catcher at the front, represents the trains that were used to remove people from their homes. The train, symbolises the ruthless momentum and destructive power of Stalinist Russia. Contrast is used to symbolise the dominance of ideas over people's lives. The train, tracks and flag (symbolising the nationality of victims), are in colour, whereas the people themselves are grey and shadowy. The selection of the quote builds on the idea of the dehumanisation that happens with the dominance of ideology, and is reinforced by the wire suggesting the fencing in of the victims.</p> <p>The image of the train is slightly cartoonish, which detracts slightly from the ideas of power and dehumanisation. This keeps the visual text at low Excellence.</p>

"They treated us like

Cattle"



	Grade Boundary: High Merit
3.	<p>To achieve this standard the student needs to develop and structure ideas convincingly in a visual text, and use language features appropriate to purpose and audience with control.</p> <p>For the first student, ideas are developed and structured convincingly in a road safety poster. The student makes connections using a range of symbols to present convincingly developed ideas on:</p> <ul style="list-style-type: none"> • the balancing act of texting and driving, shown in the awkward way the phone is held between the fingers suggests how dangerous it is • the clear message given to "Stop It." <p>Language features appropriate to purpose and audience are generally used with control to command attention. The use of colour and other symbols is effective. The placement of the imperative running from the top to the bottom of the image helps to unify the image. Although language features and presentation techniques are linked to the intended purpose, it is unclear why 'IT!' is white, outlined in red. This tends to hold the poster back from commanding attention as required for Excellence.</p> <p>For the second student, ideas are developed and structured convincingly in a visual text. The student makes connections using a range of symbols to present convincingly developed ideas of power to control from <i>The Truman Show</i>.</p> <p>The world held in the hands symbolises a man-made world. This world consists of bright pictures representing television sets, suggesting that millions of people view this world. The hands represent the control idea because these are the hands of the creator of the superficial world. The quote reinforces the control that is held over this world: the power to control all aspects of life within this superficial world. The image links to the word 'creator' suggesting that the creator of this world is playing God.</p> <p>For the second student to reach Excellence a clearer link between the quotation and the image is required, e.g. how does the image show that the television show gives hope and joy and inspiration to millions?</p>

STOP



IT!

Save your life.

"I am the Creator - of a television show that gives hope and joy and inspiration to millions."



	Grade Boundary: Low Merit
4.	<p>To achieve this standard the student needs to develop and structure ideas convincingly in a visual text, and use language features appropriate to purpose and audience with control.</p> <p>For the first student, ideas are developed and structured convincingly. The student makes convincing connections using a range of symbols to present developed ideas about the belief in hope in a hopeless situation, and that hope prevails even in the darkest of places.</p> <p>Language features appropriate to purpose and audience are used with some control. The colour of the outside world contrasts well with the darkness of the prison cell. The outline of the dove encapsulating the prisoner symbolises his hope of freedom. It also emphasises that however bad the situation is, it cannot destroy the prisoner's hope.</p> <p>The image tends to lack control in places:</p> <ul style="list-style-type: none"> • the figure tends to contradict the idea of hope because his head is placed downward in his hands rather than tilted upward toward the window aligned with the dove's head • the rays of light from the outside world could illuminate the dove and figure with more emphasis to further connect the ideas of hope • the quotation reinforces the idea, but it could be more connected to the figure in its placement to suggest his belief in his hope for freedom. <p>For the second student, ideas are developed and just sufficiently structured to be convincing. There are credible ideas about the seriousness of the animal cruelty issue. The information and observations about different types of animal cruelty (animals hunted as game, experimental testing, treatment of pets) are just sufficiently connected.</p> <p>Language features appropriate to purpose and audience are used with control. The central dominant image of the scrabble tiles with animal images supports the idea of a game. The animal images on each letter tile illustrate a range of animals: domestic/wild, large/small, common/rare. The use of contrasting red colour and selection of font reinforces the bloodshed and horror in the slogan "animal cruelty is not a game".</p> <p>Although the use of layout and central dominant image commands attention visually, the remaining body copy and use of the SPCA logo and mission statement is only just sufficiently connected to the purpose and audience of this poster.</p> <p>To meet Merit more securely, ideas need further connection to the purpose and audience. Use of the SPCA logo and slogan means that ideas developed in the poster must align to the SPCA's audience and purpose. While ideas about large game animals and experimentation link to the overall message, they are not clearly connected to SPCA's domestic animal focus.</p>



Hope. Hope. Hope.

Hope is a good thing.

Maybe the best of things.

And no good thing dies.

Hop. Hope. Hope. Hope. Hope.

Hope. Hope. Hope. Hope. Hope.



SPCA[®]
AUCKLAND

"Our mission is to encourage the humane treatment of all animals and to prevent cruelty being inflicted upon them."



IS NOT A GAME

No animal experiment is illegal, no matter how cruel, agonising, distraught or unrelated to humans. Every time we don't make a stand for animals, animals lose points and humans lead the game of cruelty.

WILL YOU END THIS ENDLESS GAME?

Call (09) 827 6094.

	Grade Boundary: High Achieved
5.	<p>To achieve this standard the student needs to develop and structure ideas in a visual text, and use language features appropriate to purpose and audience.</p> <p>For the first student, ideas are developed and structured in a poster advertising a bank. The student makes connections using a range of symbols to present developed ideas on:</p> <ul style="list-style-type: none"> • the growth of money in a child-specific savings account • the guaranteed monetary growth as compared to a child's growth. <p>The connections made to the growth of money compared to the growth of children is not convincing as required for Merit. This is because children grow at different rates, whereas a 5% rate is emphasised in the statement at the bottom of the poster, "Kisaver has a 5% interest rate so money grows just as fast as your child."</p> <p>Language features appropriate to purpose and audience are used with control as required for Merit. The childlike writing and found image of the child measuring herself links to the intended purpose and audience:</p> <ul style="list-style-type: none"> • attracting young savers and their parents • reinforcing the idea of monetary growth for the child as they grow. <p>For the second student, ideas are developed and structured in a visual text. The idea that music can free the spirit to visualise a world beyond the one you're trapped in, even when imprisoned, is developed and structured. The student makes connections using a range of symbols.</p> <p>Language features appropriate to purpose and audience are used. The musical notes symbolise freedom. Music travels through walls and bars giving prisoners a sense of freedom, shown in the crumbled brick wall. The birds emphasize hope and connect to the hope of being free, symbolised by the ocean view and the quotation. Both symbols of freedom are still within the confines of the wall.</p> <p>To gain Merit the second student needs to connect the musical notes and birds to the idea of freedom more securely by:</p> <ul style="list-style-type: none"> • showing the music 'soaring', as in the quotation, through the crumbled down part of the wall • showing the birds moving out through the wall into freedom.

RSB KIDSAVER

FOR MONEY
THAT GROWS
AS FAST AS
YOU

Kidsaver has a 5% interest rate, so money grows just as fast as your child.





*"I tell you, those voices soared higher and farther than anybody in a great place dares to dream.
And for the briefest of moment's every last man in shawshank felt free."*

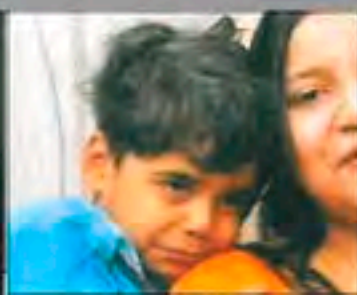
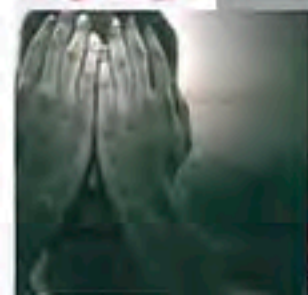
	Grade Boundary: Low Achieved
6.	<p>To achieve this standard the student needs to develop and structure ideas in a visual text, and use language features appropriate to purpose and audience.</p> <p>For the first student, ideas are developed and structured in a poster promoting family awareness. The student makes connections using a range of found images to present just sufficiently developed ideas about parental responsibility.</p> <p>Some elements, while competently presented, require further connections to secure solid Achievement:</p> <ul style="list-style-type: none"> • the torn image in white and red shows one figure detached from the family. It is difficult to know the significance of this. It may have been more connected by portraying the family torn in half • the small colour image in the bottom left corner shows a male and female together. They seem out of sequence with the other images of distressed children in huddled positions. <p>Language features appropriate to purpose and audience are used. The upper half of the poster depicts conflict amongst parents. The lower half of the poster depicts the consequences of this for children. The slogan connects the conflict and consequences by reminding parents of their responsibilities.</p> <p>For the second student, ideas are developed and structured in a visual text. The student makes connections using a range of symbols to present developed ideas about:</p> <ul style="list-style-type: none"> • the consequences of one's actions • the sadness of a life spent behind bars. <p>Some elements, while competently presented, require further connections to secure solid Achievement:</p> <ul style="list-style-type: none"> • making connections between the momentary blink and the squeeze of a trigger to the target in the pupil • making closer connections to the important moments of life lost, shown in the teardrops. <p>Language features appropriate to purpose and audience are used. The use of colour suggesting freedom contrasts well with black and grey suggesting imprisonment. The quotation links to the visual images to connect ideas that:</p> <ul style="list-style-type: none"> • a blink is momentary just as a life can be, shown in the pupil • a consequence of a momentary action results in the loss of freedom, shown in the teardrops and further reinforced by the prison bars.



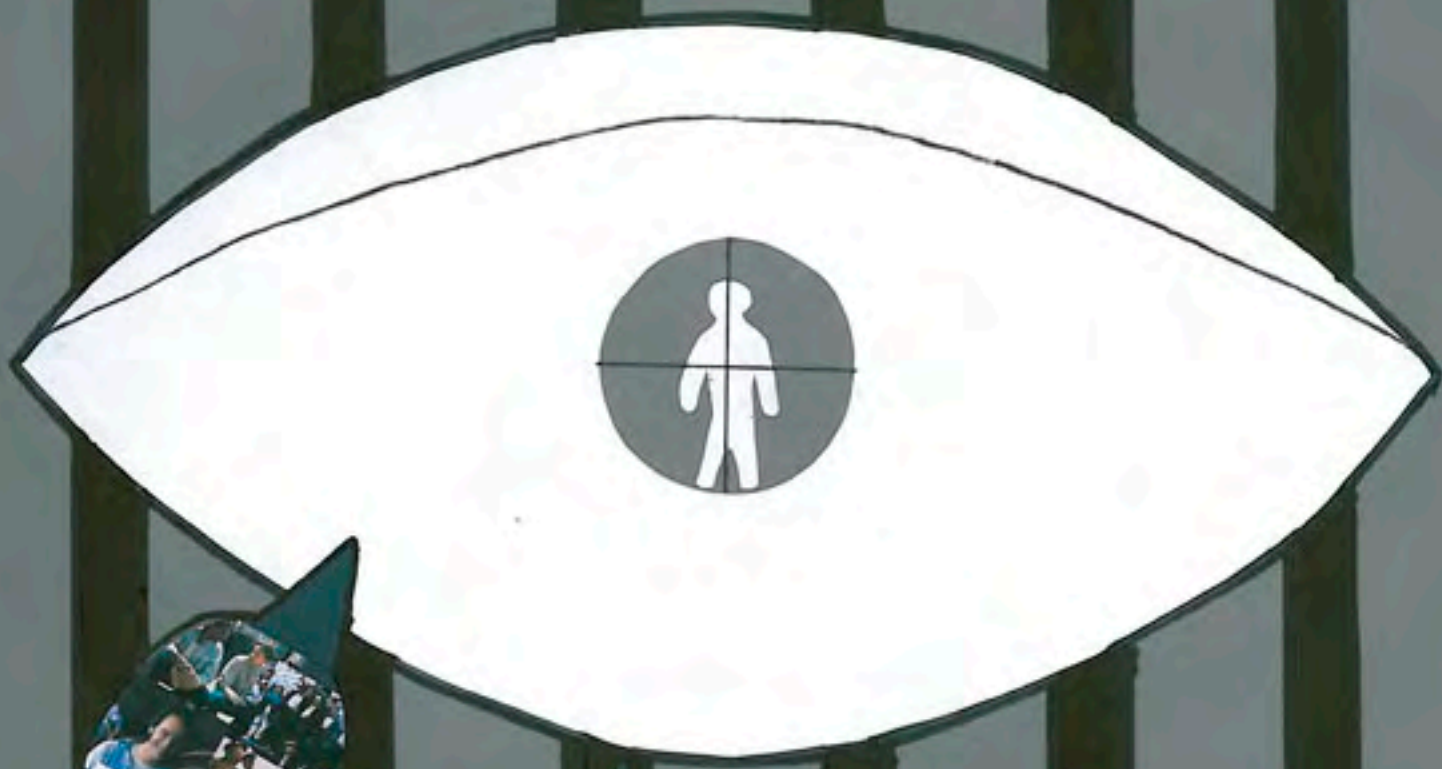
YOU'RE THE PARENT



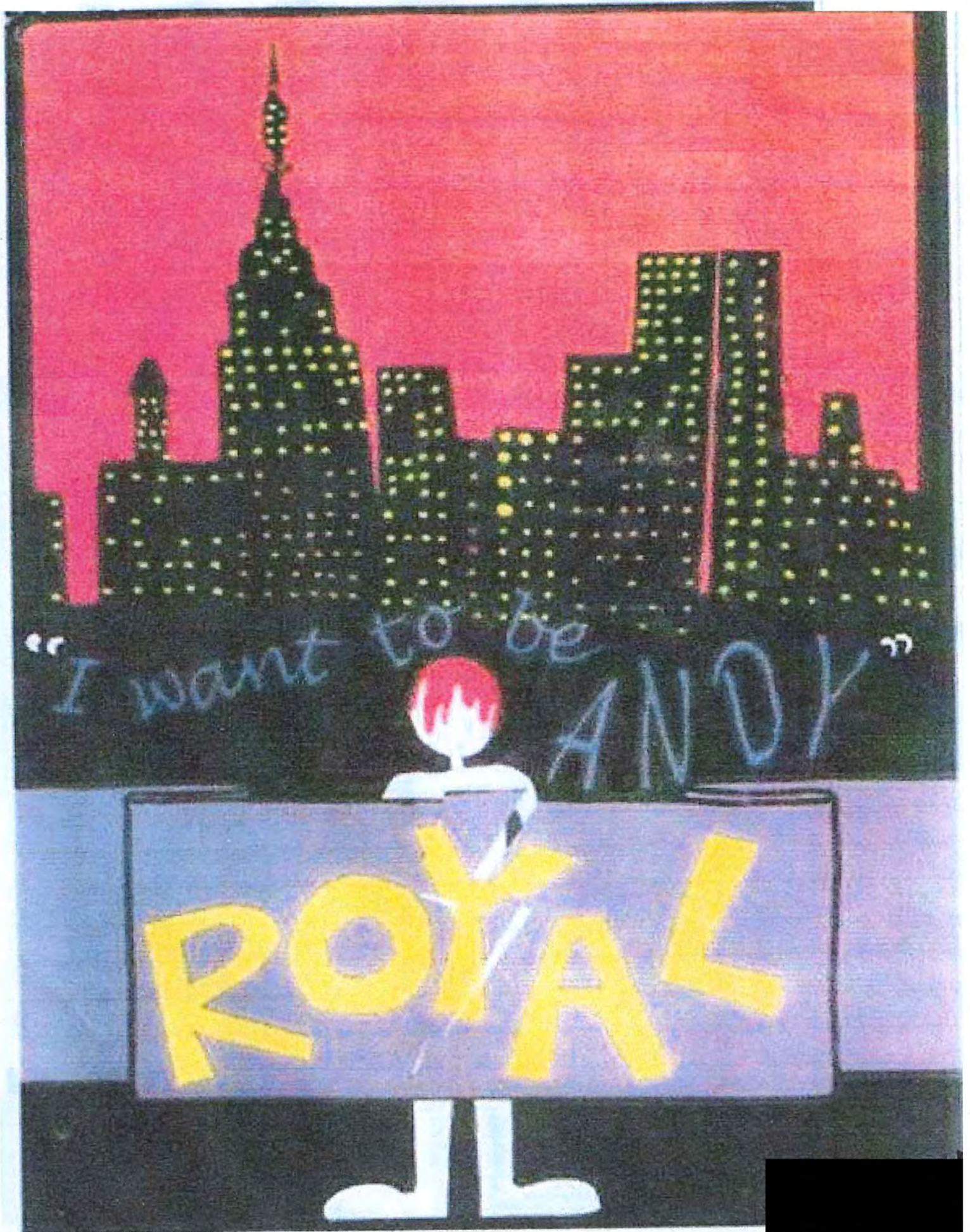
YOU BE RESPONSIBLE



“ALL LIFE BLOWN AWAY IN A BLINK OF AN EYE.”



	Grade Boundary: High Not Achieved
7.	<p>To achieve this standard the student needs to develop and structure ideas in a visual text, and use language features appropriate to purpose and audience.</p> <p>The first student has insufficiently developed and structured ideas. The image portrays elements of the setting and story of <i>On the Sidewalk Bleeding</i> but these do not sufficiently work together to develop ideas.</p> <p>Although the student used language features such as colour, layout, quotation and images, the design of the visual text is not yet influenced by an idea. Elements include:</p> <ul style="list-style-type: none"> • the purple banner with the word 'Royal' covering the figure, representing the 'Royal' purple jacket worn by Andy • blood on the figure's head, illustrating that the figure is bleeding • the quotation identifying the character in the story and suggesting the idea of a struggle of identity. <p>The idea presented in the quotation does not sufficiently link or build on the elements shown through the use of visual techniques.</p> <p>The second student has insufficiently developed and structured ideas. The student has used found images that link to lines from the poem <i>Who's for the Game?</i> The three images that illustrate these lines do not sufficiently work together to develop ideas about patriotism. The third found image illustrates the last lines of the poem, which is a call for young men to enlist. The first image illustrates a war game, although this has limited connection to young men's ideas about WWI. The second image illustrates the real consequences of war, rather than ideas about bravery.</p> <p>Although the student has used language features, the selection of these is not sufficiently appropriate for purpose and audience. The layout and font choice (handwritten in silver pen) do not work to support ideas.</p>



"I want to be ANDY"

ROYAL

Who's for the game,
the biggest that's played?



Who would much rather
Come back in a crutch
Than lie low and be out of the fun?

Your country is up to her neck in a fight



And she's looking and calling for YOU!