



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

Exemplar for Internal Assessment Resource English Level 2

Resource title: Looking forward/looking back

This exemplar supports assessment against:

Achievement Standard 91103

Create a crafted and controlled visual and verbal text

Student and grade boundary specific exemplar

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

Date version published by
Ministry of Education

December 2011
To support internal assessment from 2012

	<p>Grade Boundary: Low Excellence</p>
<p>1.</p>	<p>To achieve this standard at Excellence the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas effectively; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to command attention.</p> <p>Ideas of fear and the ability to kill are developed, sustained and structured effectively across images to meet Excellence:</p> <ul style="list-style-type: none"> • Ideas and structure demonstrating the girl’s fear of the snake and subsequent killing of it are compelling. <p>The text is crafted and controlled using language features appropriate to purpose and audience to command attention as required for Excellence:</p> <ul style="list-style-type: none"> • Colour commands attention by intensifying mood. Red and yellow contrast the black silhouette of the snake in the fifth image intensifying the danger it brings. Black links to the words. “Black horror sprang from the dark in a violent birth.” The following images become muted red/fire tones, almost implying a type of hell, showing the girl’s fear of the snake and then her subsequent killing of it. • Size is used effectively. The size of the snake is magnified in the fifth and sixth images reflecting the girl’s fear of the snake. Images 11 and 13 show the snake as it really is – small in comparison to the girl – and the reality of the situation as non-threatening. The audience understands through these images the needless, violent killing of the snake. • Reverse print is used effectively to command attention. It dominates the seventh frame. “O beat him into the ground. O strike him till he dies.” The words are her thoughts and link to her expression. The large font represents a turning point in the poem whereby the girl’s fear is all consuming. Her fear turns to violence as she makes her decision to kill the snake. • Sequential frames illustrate ideas in a series of close-up and establishing shots, appropriate to purpose and audience, to command attention. The imposing dominant break-out image of the snake emphasises potential threat to the girl’s life. This contrasts with the final image of the small, dead snake. The irony is that the girl was the real threat to the snake all along. <p>To meet Excellence more securely the student could develop ideas of transformation in the following:</p> <ul style="list-style-type: none"> • The girl’s transformation after her decision to kill the snake in the seventh frame could be more effectively shown. The bloodlust needed to vent such violence against the snake is not developed in the girl so that we do not see her transformation into violence.

THE KILLER

The day was clear as
fire,
the birds sang frail
as glass.

When thirsty I came
to the creek/and fell
by its side in the grass

My breast on the bright moss
in
shower-embroidered weeds
my lips to the live water

I saw him turn in the weeds.

Black horror sprang from
the dark in a violent birth.

and through its cloth of grass
I felt the clutch of earth

Beat him into the ground.
Strike him till
he dies

Or else your life itself
drains through those
colourless eyes.

I struck
again
and
again

Slender in black and red
he lies, and his icy glance
turns his outward clear and dead.

But nimble my
enemy
as water is,
or wind.

He has slipped from
his death side
and vanished into
my mind

He has vanished whence he
came,
my nimble enemy;
and the ants come out to the snake
and drink at his shallow eye.

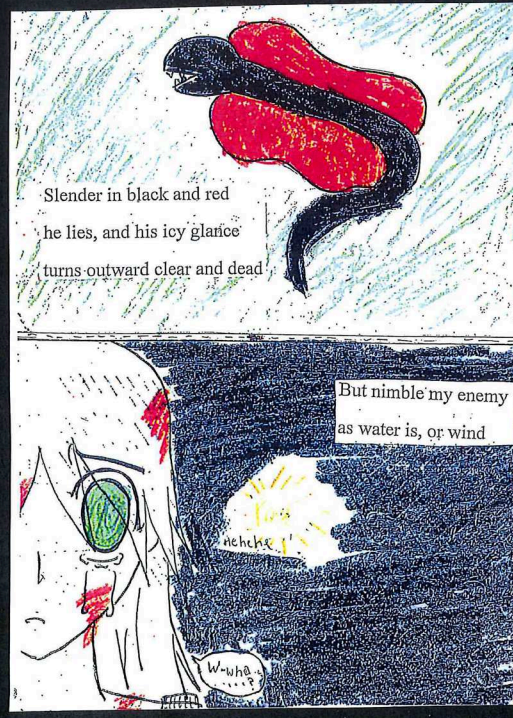
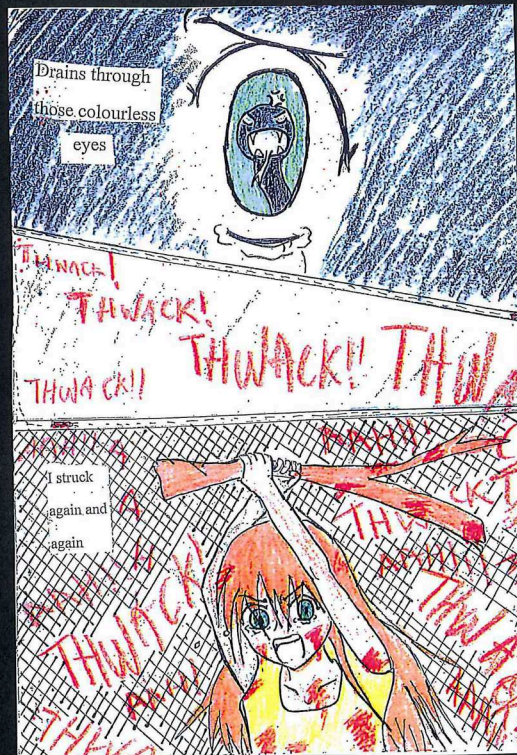
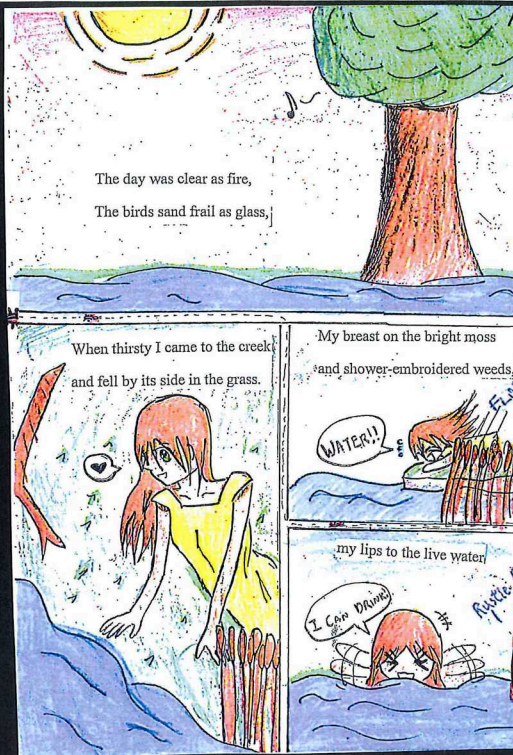
Poem by Judith Wright

	Grade Boundary: High Merit
2.	<p>To achieve this standard at Merit the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas convincingly; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create convincing effects.</p> <p>Ideas of death and the ability to kill are developed, sustained and structured convincingly across sequential images to meet Merit:</p> <ul style="list-style-type: none"> Ideas and structure are crafted and controlled, reasoned, clear and relevant to the text demonstrating the girl's violent transformation. This is shown in the devil on her shoulder, her reptilian eye and reinforced with the words "O beat him into the ground O strike him till he dies." A further image shows the girl with menacing downturned horns on her head and fangs. A close-up shows how she sees the snake as a threat. She finally makes the transition into bloodlust, Thwack, Thwack...as she kills the snake. <p>The text is crafted and controlled using language features appropriate to purpose and audience to create convincing effects which meet the standard for Merit:</p> <ul style="list-style-type: none"> Symbolism is deliberately selected to convey the girl's transformation into violence. The floating devil holding the pitchfork in the thought balloon convincingly creates effects of inner ideas of killing. This connects well with the text, "O beat him into the ground, O strike him till he dies." The next frame shows the girl transformed with horns, red wings and fangs foreshadowing the killing about to take place. The reflection of the snake in the girl's eye is menacing and implies some justification of the bloody killing of the snake in the following frame. Colour is deliberately selected to convey mood and reinforce ideas. The first page demonstrates calm colours, depicting normality. The girl is enjoying nature. There is no threat to her safety. This contrasts with the muted tones of black and grey, reinforced with blood red, to contribute to the ideas of threat, violence and killing in the remaining three pages. Sequential frames illustrate ideas in a series of close-up and establishing shots appropriate to purpose and audience, to command attention. The frames interact well with each other in terms of placement, size and the way this leads the audience through the ideas. Font has been integrated into some of the frames contributing to the creation of meaning, effects and audience interest. The image shows the girl out of control in her killing of the snake. She appears to be caught up in blood lust as blood is splattered over her and further emphasized by sound effects "THWACK" in blood red. The break-out image of the snake and sound effect "BAM" introduces the audience to the imminent threat the snake implies. Crafting of the ants convincingly leads the audience through the ideas. <p>To meet Excellence the student could use language features appropriate to purpose and audience to command attention in the following:</p> <ul style="list-style-type: none"> Font in some frames could be more fully integrated with the text to create meaning, effects and audience engagement. (See low Excellence exemplar.) Symbolism of the reptilian eye in the final frame could show her transformation back to humanity connecting her to the words "I ... k-killed ...?!?!" This implies a type of remorse, which doesn't quite connect with the image. This would complete the transformation creating meaning, effects and audience engagement.

Student 2: High Merit

THE KILLER

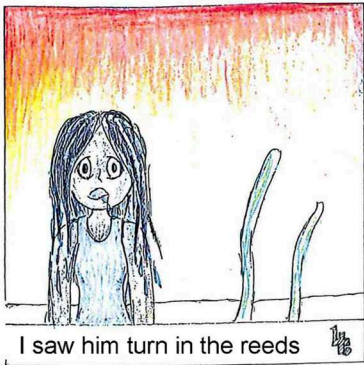
JUDITH WRIGHT



	<p>Grade Boundary: Low Merit</p>
<p>3.</p>	<p>To achieve this standard at Merit the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas convincingly; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create convincing effects.</p> <p>Ideas of death and the ability to kill are developed, sustained and structured convincingly across sequential images to meet Merit:</p> <ul style="list-style-type: none"> • Clear narrative develops ideas about death and the ability to kill. These ideas are reasoned, clear and relevant to the text. The girl is fearful of the snake in frames six and seven. The dramatic break-out image of the snake suggests to the audience that the snake is the killer. This contrasts with ideas in the final five frames which reveal the small girl as the killer. <p>The text is crafted and controlled using language features appropriate to purpose and audience to create convincing effects to meet Merit:</p> <ul style="list-style-type: none"> • Colour is selected to create meaning, effects, and audience interest, contributing to the idea that the girl is in danger. Frame five depicts the snake as a black silhouette breaking out of the frame, contrasted against colours of red, orange and yellow. These colours link to the words: “Black horror sprang from the dark in a violent birth.” Frames six and seven depict the girl in muted tones of grey and black to show her fear and worry at the impending threat of the snake. A bloodied hand contrasted against the darkness in frame 12 shows the violence she has committed against the snake. • Font is deliberately selected to contrast and link to the image of the snake in frame five. The effect is convincing. <p>To meet Merit more securely the student could demonstrate more deliberate selection of frames and font to create meaning, effects, and audience interest in the following:</p> <ul style="list-style-type: none"> • Frames could be deliberately arranged so that they interact more convincingly with each other. The audience needs to locate the number of the frame to move through the sequence. • Font requires further crafting, apart from frame five. It is small and difficult to read in places.

Student 3: Low Merit

The Killer



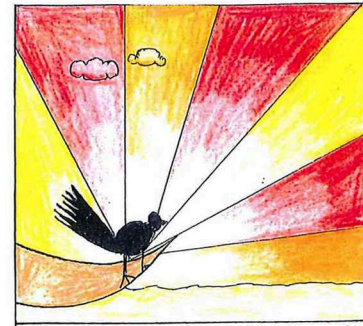
I saw him turn in the reeds



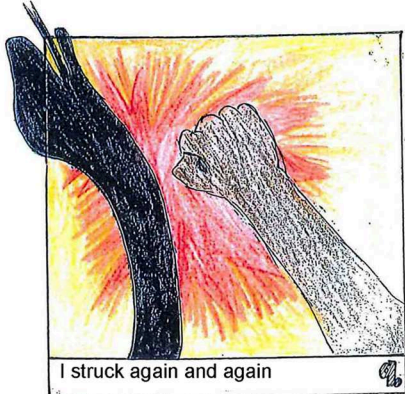
My breast on the bright moss and shower-embroidered weeds, my lips to the live water



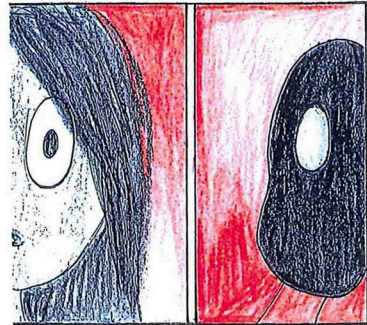
When thirsty I came to the creek, and fell by its side in the grass.



The day was clear as fire, the birds song fragile as glass,



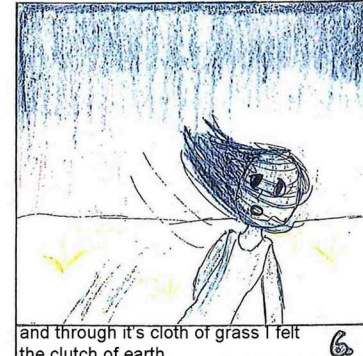
I struck again and again



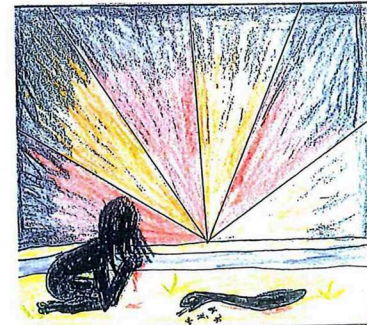
Or else your life itself drains through those colourless eyes



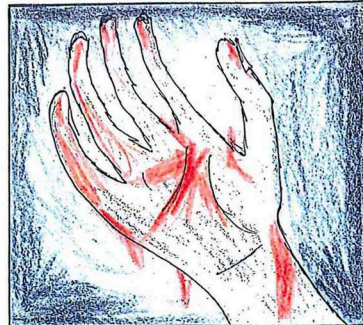
O beat him into the ground. O strike him 'til he dies.



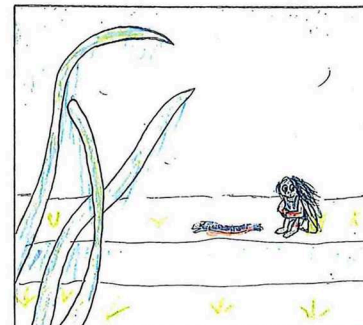
and through it's cloth of grass I felt the clutch of earth.



He has vanished whence he came, my nimble enemy; and the ants came out to the snake and drank of his shallow eye



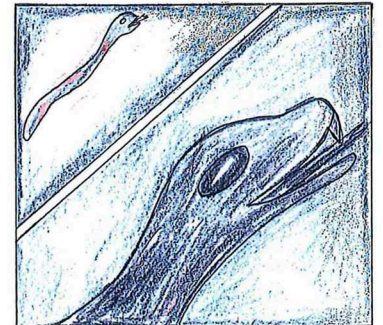
He has slipped from his death aside and vanished into my mind.



But nimble is my enemy as water is, or wind.



Black horror sprung from the dark in a violant birth.



Slender in black and red he lies and his icy glance turns outward, clear and dead.

	<p>Grade Boundary: High Achieved</p>
<p>4.</p>	<p>To achieve this standard at Achievement the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create effects.</p> <p>These ideas move beyond the requirements for Achieved. Ideas of death and the ability to kill are developed, sustained and structured convincingly across images to meet Merit:</p> <ul style="list-style-type: none"> • The transformation of the girl into violence is demonstrated with the devil on her shoulder, her reptilian eye and reinforced with the words “O beat him into the ground O strike him till he dies.” A further image shows the girl with horns, wings and fangs. A close-up shows how she sees the snake as a threat. She finally makes the transition into bloodlust, Thwack, Thwack...as she kills the snake. <p>The text is crafted and controlled using language features appropriate to purpose and audience to create effects which meet the standard for Achievement:</p> <ul style="list-style-type: none"> • Sequential frames illustrate ideas in a series of close-up and establishing shots appropriate to purpose and audience. The frames interact well with each other in terms of placement, size and the way this leads the audience through the ideas. • The student deliberately selects font in places. “HISS” introduces the audience to the imminent threat the snake implies. These sound effects emphasise the killing of the snake: “Thwack, Thwack, Thwack.” • Colour is deliberately selected to create meaning and effects. Green connects the snake to the girl’s eyes. Red connects the audience to the idea of violence. Black shading connects the audience with ideas of dark thoughts and death. • Symbolism is deliberately selected to create meaning and effects. The floating devil holding the pitchfork in the thought balloon connects well with the text, “O beat him into the ground, O strike him till he dies.” <p>While the ideas are at Merit, further crafting of the text is required to meet Merit overall. The student could deliberately select and craft font and colour to create meaning, effects and audience interest in the following:</p> <ul style="list-style-type: none"> • The font in all frames apart from frames six and 11 is difficult to read in places and requires further crafting to create meaning effects and audience interest. • More crafting of colour could contribute to meaning and audience interest, for example red blood splatters on the girl’s clothing would intensify ideas of violence. • The image of the girl’s horns and wings show her transformation but require further crafting to reflect her dark mood. The statement in the final frame detracts from the sombre mood: “Yay I can drink!”

The Killer
Judith Wright

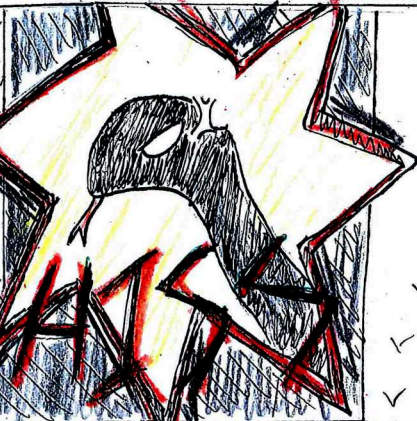
The day was as clear
as fire
the birds sang frail as glass

When thirsty I came to the
creek
and fell by its side in the grass.

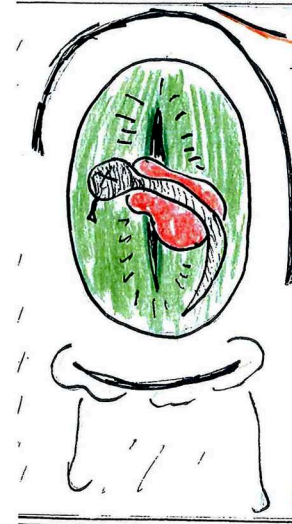
My breast on the bright
moss
and shower-embroidered
weeds
Water!
My lips to the live wick
I can drink
slush slush

POOF
Hehehe!
But nimble my enemy
as water is, or wind...

E-eh?
I saw him turn in the
weeds
Black horror spang
from the dark
a violent birth



and through its
cloth of grass
I felt the clutch of
earth
shake



He has slipped from his death aside
and vanished into my mind.
I-I... k-killed...?!?!?

beat him into the ground!
strike him till he dies
Poof!

Heh
or else your life itself.

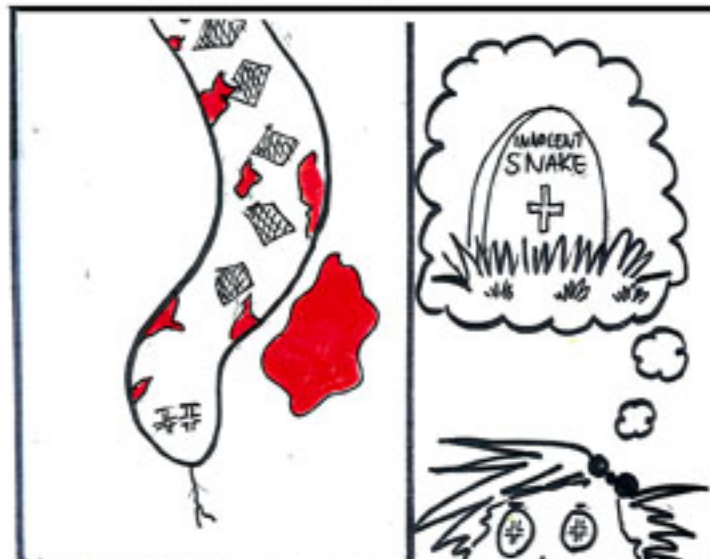
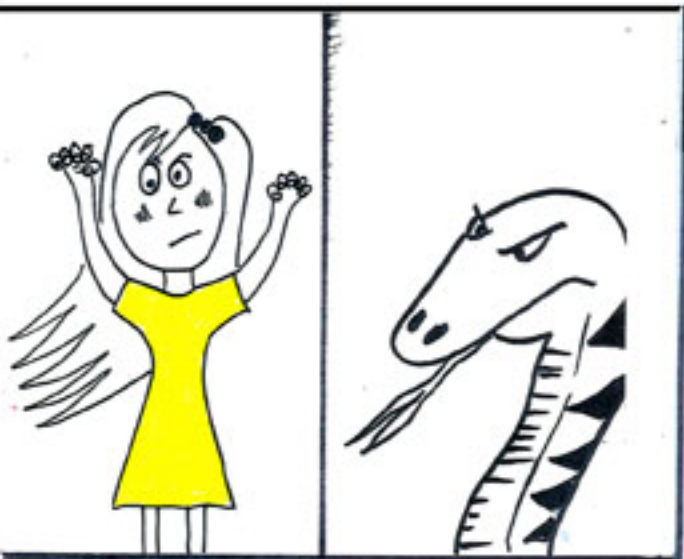
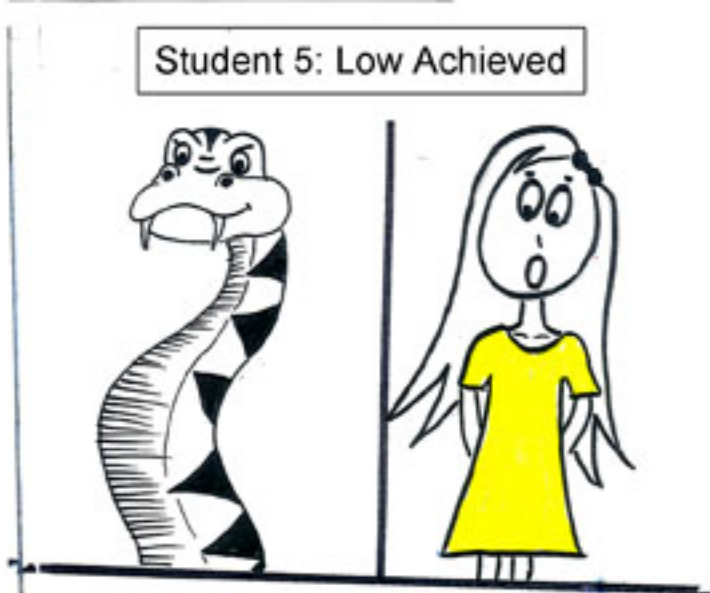
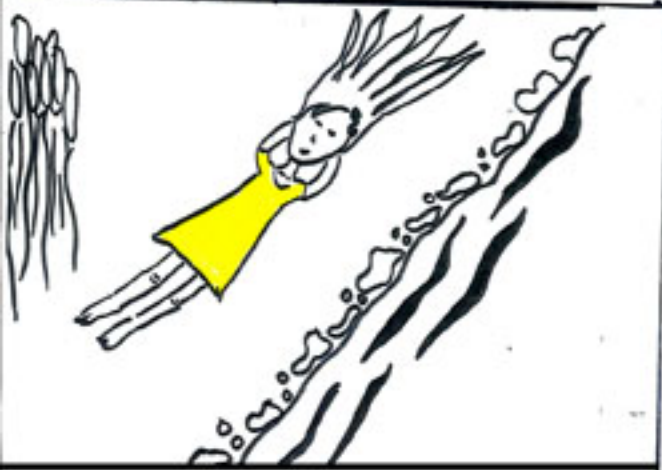


I struck again
and again
THWACK!
THWACK!
THWACK!

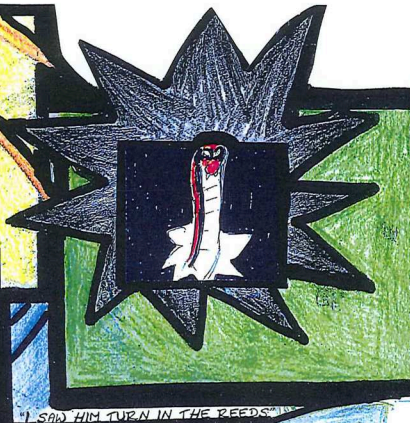
Slender in black and
red
he lies; and misty glance
turns outward clear and dead

He has vanished whence he came,
my nimble enemy;
and the ants come out to the snake
and drink at his shallow eye
- say, 2 can drink!
The End

	<p>Grade Boundary: Low Achieved</p>
<p>5.</p>	<p>To achieve this standard at Achievement the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create effects.</p> <p>Ideas of aggression and death just sufficiently meet Achievement:</p> <ul style="list-style-type: none"> • The first three frames depict the girl listening to birdsong, lying peacefully by the river. The following three frames introduce the audience to her adversary, the snake and her reaction to its presence. The next three frames show the girl and the snake in a showdown followed by the final three frames which depict the snake as the “loser” and the girl’s realisation that the snake did not deserve to die: “Innocent SNAKE.” <p>The text is crafted and controlled using language features appropriate to purpose and audience to create effects which are just sufficient to meet Achievement:</p> <ul style="list-style-type: none"> • Colour is used sparingly to emphasise the girl in bright yellow and the death of the snake in red and black. • Symbolism of the grave reinforces the idea that the snake was innocent and did not deserve to die. • Font contributes to ideas of violence in frames nine and 11. <p>To meet Achievement more securely the student could:</p> <ul style="list-style-type: none"> • Develop the idea that the snake threatens the girl and invades her serenity in nature. The snake’s expression in the fourth frame is comical rather than threatening. The snake’s expression in the eighth frame is slightly menacing which would work better in the fourth frame. There needs to be a connection with the idea that the snake is innocent in the eighth frame. The girl’s fear of the snake needs to be developed in the fifth frame so that her expression foreshadows killing the snake. • Craft the font so that it contributes more fully to the ideas in order to create meaning and effects. Font in the first two frames is difficult to read.



	Grade Boundary: High Not Achieved
6.	<p>To achieve this standard at Achievement the student needs to: create a crafted and controlled visual and verbal text which develops, sustains, and structures ideas; create a crafted and controlled visual and verbal text using language features appropriate to purpose and audience to create effects.</p> <p>Ideas of the human capacity to kill are implied through structured sequential images. These ideas need to be developed to meet Achievement:</p> <ul style="list-style-type: none"> • The third frame suggests danger in the form of the snake, but this has little effect as the snake is small and unimposing. Killing is implied in the symbolism of the baseball bat, sound effects and the snake eye. <p>To meet Achievement the text requires further crafting and control using language features appropriate to purpose and audience to create effects to meet Achievement. The following features just sufficiently meet Achievement:</p> <ul style="list-style-type: none"> • There is deliberate selection of the font “Bang Bang!” to create meaning and effects to suggest the killing of the snake. The sound effect connects well to the baseball bat so that the audience understands the snake’s fate. • Colour is used to represent nature and the menacing nature of the snake in the first page. <p>To meet Achievement the student needs to:</p> <ul style="list-style-type: none"> • Develop the idea that the snake threatens the girl and invades her serenity in nature. There is no visual connection to the audience’s understanding of why the snake is killed. The audience understands an implied killing of the snake but the reason is unknown. • Frames require further connection to each other to develop ideas. The first page does not connect well with the implied killing of the snake in the second page. • Colour could be selected and crafted more deliberately to contribute to the mood being conveyed to create meaning and effects.



Student 6:
High Not
Achieved

