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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 English RAS 2023

**91926 Develop ideas in writing using stylistic
and written conventions**

EXEMPLAR

Merit

TOTAL 06



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Level 1 English RAS 2023

91926 Develop ideas in writing using stylistic and written conventions

Credits: Five

PILOT ASSESSMENT

ANSWER BOOKLET

Achievement	Achievement with Merit	Achievement with Excellence
Develop ideas in writing using stylistic and written conventions	Develop ideas in writing using stylistic and written conventions convincingly	Develop ideas in writing using stylistic and written conventions effectively

Enter your National Student Number (NSN) and School Code in the spaces above.

Make sure you have the Assessment Task Booklet.

Use this document to record your response for this assessment. Your answers should be presented in 10pt Verdana font, within the expanding text boxes.

Save your finished work as a PDF file as instructed by your teacher.

By saving your work at the end of the assessment session, you are declaring that this work is your own. NZQA may sample your work to ensure this is the case.

PROMPT AND GENRE

Enter the number of your chosen prompt, and the genre of your writing (e.g. personal account, poem, etc.)

Prompt no.	4	Genre	Genre fiction
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STATEMENT OF INTENT

Write a very brief statement (one or two sentences) to answer the following questions:

- How does your writing relate to your chosen prompt?
- Who is the audience for your writing, and what do you want to communicate to them?

I was inspired by the prompt I had chosen to write about a conversation between a concerned Parent and a Child who was not taking school seriously. The section of the prompt "you've got choices" made me think of a parent who doesn't have the freedom in their life to try another job, go travelling, or do what they want to as they are risking the wellbeing of their child. My intended audience for this writing is teenagers, particularly those of them who are not taking their education seriously. I would like to communicate a message of how important it is to prepare yourself for the rest of your life with a proper education, and a message to show how much our parents actually sacrifice to give us an education.

WRITING

You should aim to write 350–700 words. The quality of your writing is more important than the length of the response.

Note: If you choose to write poetry, you may need to produce more than one poem to meet these evidence requirements. In that case, you must use the same prompt for all poems.

I walk into the house, early again as I had skipped my last class. And I am greeted with a familiar disappointed face. My mother, sitting at a small coffee table that no one ever uses, probably in an attempt to make it less obvious that she was waiting for me to show up."

"You're home early today, school finish early?"

"Y-yeah, finished early."

I had just come home from school, ready for mother to berate me with life lessons yet again. It had always been like this, it's just gotten worse since I started skipping classes.

"Then what are these calls I've been getting about you not being in class? You know you are going to need the credits right, you don't want to end up like your brother."

"Michael's doing fine, I don't know why you keep telling me this when it's not like it would be that bad if I did, as if skipping one class is going to get me working in retail for the rest of my life."

She always brings up Michael, even though he's doing fine for himself. Just because he doesn't have a wife and kids and a house yet doesn't mean his life is in shambles.

"You'd be surprised, a lot of places don't want people working there if they can't pass level one math. You have no reason not to try in school, yet you choose not to. But don't worry, McDonalds

will always accept you!" She said in a clearly sarcastic tone.

Ah, of course. The 'you're going to end up working at McDonalds' argument. As if skipping a class is going to ruin my chances at all career paths besides customer service.

Maybe if I was given a reason to try I would, maybe if I didn't come home to be screamed at every day over school I wouldn't resent it so much, maybe if I could learn something interesting that could help me in the future instead of calculus then I might be more motivated.

I had begun to walk into the living room, but she followed me to continue arguing.

"Believe it or not, you do have the ability to stay in class for more than ten minutes. You just don't pay attention."

As if I should care about some of the stuff I'm being taught, it's not as if I'm going to be working out the length of a specific side of a triangle outside of a maths classroom.

"Okay. So I got bored again. It isn't easy being me."

"Yeah, but you've got choices."

I sat down on the rugged grey sofa in our living room, may as well be comfortable as I'm insulted.

"What do you mean I've got choices? Don't you?"

The moment those last two words came out of my mouth my mother's face seemed to almost click, as if I had fallen into her trap card.

"Do you think that I can realistically look for another job when I already get close to no time to myself every day? I would be putting not only myself, but my house, your education, your place to stay, and so much more at risk."

I froze up, I didn't even know where to begin to respond to that.

The room remained silent for a sufficiently awkward 20 seconds, as if someone just muted the entire neighbourhood.

I sighed, partly to break the silence, but mostly because I've realised she's right.

"Fine ... Maybe I should start taking school more seriously, I haven't thought about it like that."

She smiled at me, realising her victory. A little childish, but it's hard to be mad at her when I know she's only doing this for the better of my future.

"I've wized with age, at least one of my children is listening to the advice I give."

"Maybe I won't skip class then. Give you a little more from your investment in me."

"It would mean the world to me."

Merit

Subject: English

Standard: 91926

Total score: 06

Prompt	Grade score	Marker commentary
4	M6	<p>Action is interspersed with introspection (a mature kind of pause).</p> <p>While there are minor errors, there are no patterns.</p> <p>With editing this could be a stronger piece – not everything needed to be included. Further attention could have been paid to structuring the piece in order to establish a clear personal voice and / or to command attention.</p>