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## **Literacy 2023**

**32405 Write texts to communicate  
ideas and information**

**EXEMPLAR**

**Subject:** Literacy

**Standard:** 32405

The writing assessment required students to complete three tasks – two pieces of writing and a set of multi-choice questions. All three tasks provided evidence that contributed to the final assessment decision. The following are examples of candidate writing (tasks one and two) with marker comments.

### Exemplar one

<b>Task</b>	This candidate sent a response to Ali, who had written to an online forum asking for advice. Ali was concerned about starting a new school in a new town. Candidates were expected to write between 150 and 250 words.
<b>Candidate response</b>	Moving to a new town will be challenging no matter who you are and no matter your age. School can be challenging because you may lack behind others since they have been at that particular school for longer than you. You must not dwell on the fact that you had to move towns and treat it is as an opportunity to explore. Ali you can make friends in many ways like asking people questions, presenting yourself as a kind and helpful person, sharing your interests and even just talking to people on different social medias like snapchat and or Instagram. I have been to many different schools in many different places and what works best for me is cracking jokes and talking to anyone I feel could potentially be my friend or be helpful to me in future instances. Also Ali you must pick your crowd wisely so you don't get involved in the wrong lifestyle or people that may not be good for your mental or physical health. If you have any family friends or a relative in your area you could ask them fun places to hang out and you could possibly make friends at places like those. Do not worry Ali Im sure you will find your crowd relatively quickly.

<b>Outcomes and performance criteria</b>	<b>Marker commentary</b>
1.1	The content is relevant and appropriate for the purpose and audience. There is evidence of idea development. <ul style="list-style-type: none"><li>• The response addresses the issue in the first sentence and acknowledges that it is a realistic concern, "Moving to a new town will be challenging".</li><li>• A broad selection of ideas is provided. Each idea is supported by</li></ul>

	<p>examples and / or details.</p> <ul style="list-style-type: none"> <li>• Examples are specific to the request for advice. For example, how Ali can make friends, “asking people questions, presenting yourself as a kind and helpful person, sharing your interests and even just talking to people on different social medias,” and turning to “family friends or a relative”.</li> <li>• Personal experience is used as an example, “I have been to many different schools in many different places and what works best for me is cracking jokes and talking to anyone I feel could potentially be my friend or be helpful to me in future instances.”</li> <li>• A recommendation is given for Ali to consider: “pick your crowd wisely so you don’t get involved in the wrong lifestyle or people that may not be good for your mental or physical health.”</li> <li>• For a more convincing and effective response, the writer could elaborate on the listed ideas with more detail. For example, what sort of questions could Ali ask and in what ways could she present herself as “kind and helpful”? Suggestions about how to present herself on social media platforms could be useful.</li> </ul>
<p style="text-align: center;"><b>1.2</b></p>	<p>The text uses structures in ways that are appropriate to the purpose, audience, and text type.</p> <ul style="list-style-type: none"> <li>• The writer has used an appropriate structure and has ordered their ideas logically and coherently.</li> <li>• The first paragraph serves as an introduction: the question is addressed and an explanation for Ali’s feelings of concern is given, “because you may lack behind others since they have been at that particular school for longer than you.”</li> <li>• The body paragraphs each deal with an idea for making new friends, each supported with some details. The ideas are sequenced logically: from general advice about making new friends followed by the writer’s own experience with making new friends (“what works best for me”) to choosing friends wisely (“pick your crowd wisely”) and seeking the advice of family / friends (“ask them fun places to hang out”).</li> <li>• The final paragraph, “Do not worry Ali Im sure you will find your crowd relatively quickly”, is an appropriate closing statement.</li> <li>• Although some connectives are used to link ideas (also ... so ... because), further linking could help provide greater overall coherence.</li> <li>• Greeting Ali at the beginning of the response, rather than at the beginning of the second paragraph, could help make the response more effective.</li> </ul>
<p style="text-align: center;"><b>1.3</b></p>	<p>The language choices, such as vocabulary, register, tone, tense, and sentence composition are appropriate for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• Appropriate use of the second person (“you”) establishes a connection with the intended audience.</li> <li>• The writer empathises with Ali, assuring her that her concern is quite</li> </ul>

	<p>normal, “no matter who you are and no matter your age.</p> <ul style="list-style-type: none"> <li>• The tone of the response is encouraging. For example, Ali is told in the first paragraph to “treat it is as an opportunity to explore” and in the concluding paragraph to “not worry Ali Im sure you will find your crowd relatively quickly”.</li> <li>• The register is appropriately balanced between being sufficiently formal for a public online audience and conversationally supportive to the individual concerned. The writer moves from an objective, generalised opening comment, which could apply to any reader (“Moving to a new town will be challenging no matter who you are and no matter your age”) to a specific, personally directed statement (“Ali, you can make friends ...”).</li> <li>• Sentences are varied in type, such as compound and complex, with varying lengths and beginnings. Some sentences are suggestions (“you could”, “you can”), some are statements (“moving to a new town will be a challenge”), some are positive exhortations (“you must pick your crowd wisely’), and others are personal explanations (“I have been ...”).</li> <li>• Vocabulary is supportive and conveys real concern, for example, “challenging”, “mental or physical health”, with specific and precise details, “snapchat”, “Instagram”.</li> <li>• Although the language choices are generally appropriate, selecting a word other than ‘must’ (“you must not dwell”, “you must pick your crowd wisely”) would have less sense of an instruction or a command, helping to make the response more effectively empathetic.</li> </ul>
<p>1.4</p>	<p>Text conventions such as grammar, punctuation, and spelling are used with sufficient accuracy to communicate the ideas and the information clearly.</p> <ul style="list-style-type: none"> <li>• Sentences are clearly indicated with the appropriate use of capital letters and full stops.</li> <li>• Although there are a few errors, they are minor: missing commas, a missing apostrophe, and some awkwardness of expression. There is no discernible pattern of errors.</li> <li>• Proofreading could help to eliminate minor errors so that communication is more effective.</li> </ul>

## Exemplar two

<p><b>Task</b></p>	<p>This candidate replied to an email from Anahera Quinn, the co-ordinator for National Volunteer Week, who was looking for volunteers.</p> <p>Candidates were told to introduce themselves, suggest and describe a volunteering project they would like to work on, and explain why it would be a good project.</p> <p>Candidates were expected to write between 150 and 250 words.</p>
<p><b>Candidate response</b></p>	<p>Dear Anahera,</p> <p>Candidate X here, a bit about me is that I like do things that I know well as well as to get outside and do new things I havn't done before. I am interested in signing up to help with the up coming volunteer week. One of the things I would be interested in helping with are helping with an event as I have helped run events in the past and have a good understanding with how they work. Another this I would be interested in helping with is planting tree's as I have experience with it and like to work in nature. I would also be interested in delivering meals or groceries to people who need them. If there is something I have not mentioned that you think I could do please let me know. Please reply to this email to let me know if I can sign up.</p> <p>Thanks, Candidate X</p>

<p><b>Outcomes and performance criteria</b></p>	<p><b>Marker commentary</b></p>
<p><b>1.1</b></p>	<p>The content shows some relevance for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• The writer introduces themselves (one of the requirements of the task) and describes what they like to do: things “they know well”, as well as “get outside and do new things”.</li> <li>• The writer provides ideas for a project (the second task requirement). The writer says that they would like to help “with an event as I have helped run events in the past and have a good understanding with how they work.” Further details, such as what sort of events they have run in the past, what their role was, and what they have learned that could help them be a useful volunteer, could have been provided.</li> <li>• The writer states that they have experience with planting trees, but no details are given. The writer gives no reasons for being interested in “delivering meals or groceries”.</li> <li>• Insufficient explanation is given for why it would be a good project to work on (the third task requirement).</li> <li>• Although there is an attempt at developing ideas (“as I have helped”,</li> </ul>

	<p>“as I have experience”), further details are required. For example, the writer could describe what their previous relevant experience is.</p>
1.2	<p>Text structures support reader understanding through the logical sequencing of ideas.</p> <ul style="list-style-type: none"> <li>• Appropriate opening and closing statements are provided (“Dear Anahera”, “Thanks, Candidate X”).</li> <li>• Ideas are linked (“Another ...”, “I would also be ...”).</li> <li>• Each sentence relates to one of the ideas that Candidate X is suggesting. The idea with the most information is put first, with the second and third ideas having less detail.</li> <li>• Although the ideas are grouped together, each idea should be developed with supporting examples and details to help build a stronger response.</li> </ul>
1.3	<p>Register, tone, and language features, particularly vocabulary and sentence types, are sometimes appropriate for the purpose and audience but lack variety and interest.</p> <ul style="list-style-type: none"> <li>• The register and tone are inconsistent. Although the email is generally polite, the sign off is inappropriately assertive, “Please reply to this email to let me know if I can sign up”.</li> <li>• The vocabulary is generally simple. Words are repeated. For example, ‘things’ (repeated 3 times), ‘interested’ (repeated 4 times), ‘help / helping / helped’ (repeated 5 times).</li> <li>• Sentences lack variety and are generally repetitive in style, for example, “I would be interested”, “I am interested”, “I would also be interested”.</li> <li>• More positive and precise vocabulary, and some sentence variation, would help to provide interest for the reader.</li> </ul>
1.4	<p>Text conventions such as grammar, punctuation, and spelling generally communicate ideas, however some work is required from the reader.</p> <ul style="list-style-type: none"> <li>• Although there is no noticeable pattern of errors, there are, for example, missing / incorrect words and grammatical errors.</li> <li>• Careful editing and proofreading might have resulted in clearer communication of ideas.</li> </ul>

### Exemplar three

<p><b>Task</b></p>	<p>Candidates were asked to write an article for a community online magazine.</p> <p>This candidate selected the option “Homework is a waste of time. Do you agree? Disagree? Perhaps you can think of ideas for both sides?”</p> <p>Candidates were expected to write between 250 and 350 words.</p>
<p><b>Candidate response</b></p>	<p>Homework is given unnecessary amounts in schools. Honestly, who has the time for it? Imagine this: you get home from a long day of school, extracurricular sports, and even tutoring, but you aren’t done. You have homework. Instead of having free time to rest and relax, you’re stuck with doing worksheets and assignments because your teacher decided it would be good for you.</p> <p>Homework can be an extremely tiring and even damaging task for you. Studies have shown that people who do homework everyday are more likely to experience stress, dizziness and exhaustion when at school and other activities. This can lead to a reduced performance in more important activities and the inability to focus and perform more highly in classes. Homework has proved unnecessary and is often attributed to mental health decline as well as mental stamina.</p> <p>It’s also an inconvenience for teachers. After they assign homework, they are obligated to sit at their desks and keep on marking, missing out on time spent with loved ones or their own personal lives. Studies have shown that 60% of teachers that assign homework say that they miss out on seeing family and friends and often end up sleep-deprived. So less homework can also release the burden on teachers too, leaving more time for them as well.</p> <p>However, homework does have its pros. It’s no surprise that homework can be a very significant factor when it comes to academic performance. Though assigning too much homework may not have that effect, it certainly will with the right amount. I believe it’s good to have a stable balance of free time and homework, so that students have the opportunity to catch up on missed work or meet their academic potential, while still having time for themselves, their family and their friends, so that they can be alert, ready and prepared to reach their goals in studying and school.</p> <p>In conclusion, the homework we receive is unnecessarily large, and it is good to have our own time. I hope this has convinced you that the amount of homework we have needs to change.</p>

<p><b>Outcomes and performance criteria</b></p>	<p><b>Marker commentary</b></p>
<p>1.1</p>	<p>Ideas are relevant and appropriate for the purpose and audience and show evidence of development / elaboration.</p>

	<ul style="list-style-type: none"> <li>• The text begins by stating the writer’s position about the topic: “Homework is given [in] unnecessary amounts in schools.” This position is explained with details, for example, “free time” is lost because of “worksheets and assignments”, after a “long day at school”.</li> <li>• The second paragraph convincingly elaborates on the idea stated in the introduction by opening with the topic sentence “Homework can be an extremely tiring and even damaging task for you.” This statement is supported with discussion about the effect of homework on a student’s mental health and mental stamina. Reference is made to “studies” that appear to confirm the negative consequences of homework.</li> <li>• The third paragraph develops an additional idea, that homework is “also an inconvenience for teachers”. Reference is made to statistics and studies that support the idea that teachers “miss out on seeing family and friends and often end up sleep-deprived”.</li> <li>• The fourth paragraph takes a different stance, accepting that there are some advantages for homework: “However, homework does have its pros.” The candidate does not veer from the main argument (disadvantages of homework) but accepts that homework for “catching up on missed work” or meeting “academic potential” can be effective. Although making these concessions, the writer stresses the need for “balance”, allowing students “time for themselves ... so that they can be alert, ready and prepared to reach their goals in studying and school”.</li> <li>• The writer reiterates their position in the conclusion: too much homework is given, and students don’t have enough free time.</li> <li>• Although the text introduces and develops mainly one ‘side’ of the argument (disadvantages of homework), the other ‘side’ (advantages) are discussed in the fourth paragraph. It would have been helpful to have mentioned the possibility of advantages in the introductory paragraph.</li> </ul>
1.2	<p>The text structure clearly supports the communication of ideas to the reader.</p> <ul style="list-style-type: none"> <li>• The text is well-organised, clearly structured, and has good coherence and cohesion.</li> <li>• Appropriate opening (introduction) and closing (conclusion) statements clarify the writer’s purpose and point of view.</li> <li>• The writer has used paragraphs that are clearly and deliberately organised. A relevant topic sentence introduces each paragraph. Each main idea is well supported with appropriate details and examples.</li> <li>• The main ideas are organised by priority: the disadvantageous effect of homework on students, the disadvantageous effect of homework on teachers, and the advantage of a ‘balanced’ approach to homework.</li> <li>• Connectives are used to link ideas both within and between</li> </ul>

	<p>paragraphs (“It’s also...However...”), helping to achieve a sense of coherence.</p>
<p>1.3</p>	<p>The language choices, such as vocabulary, register, tone, and sentence types are appropriate for the purpose and audience.</p> <ul style="list-style-type: none"> <li>• A respectful and polite tone is used consistently throughout the text.</li> <li>• The writer uses both subjective (“I believe ...”, “I hope ...”) and objective (“studies have shown... this can lead ...”) points of view. This mix is appropriate for the context (writing an article that explains your opinion about homework) as the writer’s personal opinion is supported by the reference to “studies”.</li> <li>• A range of sentence types are used. Rhetorical questions (“who has the time for it?”), statements (“Studies have shown that 60% ...”), and explanations (“This can lead to ...”, “So less homework can also ...”) provide variety and interest.</li> <li>• A range of sentence lengths are used. A short, emphatic sentence is used for impact, “You have homework.” Longer compound and complex sentences provide explanation and reasons for the writer’s opinion.</li> <li>• Carefully selected vocabulary helps engage the reader, for example, “Imagine this...”. Familiar references (“family and friends”, “your teacher”), direct address (“you get home ... you aren’t done”), and colloquial language (“you’re stuck”) keep the reader involved and engaged.</li> <li>• Precise, specific vocabulary is used for dramatic effect and to emphasise the writer’s point of view, for example, the emotive “burden” of homework for teachers who are “obligated” to mark it; the effect of “mental health decline” and “mental stamina” on students; the “academic potential” of homework; the “stable balance” that is required.</li> <li>• Editing would have helped to correct the occasional awkwardness in language choice, for example, “large” (for the amount of homework), and repetition of “unnecessary”.</li> </ul>
<p>1.4</p>	<p>A range of text conventions such as grammar, punctuation, and spelling are used with accuracy and control to communicate the writer’s ideas effectively.</p> <ul style="list-style-type: none"> <li>• Punctuation, including question marks, commas, capital letters, colon, apostrophes, and full stops, is used accurately.</li> <li>• Spelling of both low- and high-frequency words is accurate.</li> </ul>

## Exemplar four

<p><b>Task</b></p>	<p>Candidates were asked to write an article for a community online magazine.</p> <p>This candidate selected the option “Everyone should learn how to prepare and cook food. Do you agree? Disagree? Perhaps you can think of ideas for both sides?”</p> <p>Candidates were expected to write between 250 and 350 words.</p>
<p><b>Candidate response</b></p>	<p>I believe everyone should learn how to Prepare and cook food. This is a good idea because it can teach lots of people how to safely prepare and cook foods that needs to be cooked right like chickning and foods that needs to be cook right or you can get sick if its not cooked right.</p> <p>It can teach you how to cook meals for a low cost but still makes it a good meal. And it can give you health ideas for people who just Trun 18 and move out and don't know what to cook. it can teach a lot of teens how to use the right cook stuff and it can make it so you can cook for family and friends.</p> <p>But this can be a bad thing for some family's like some people don't have the time to make all these good meals and they can come home from a long day at work and just want to make something small and easy.</p> <p>And some meals it can teach you how to make and be to hard for some people and they might not have the right stuff to make it. A lot of family's are too busy to come home and make all these big meals. And some people might take cooking though out high school and this could be a wast of time to them and they could do something better and there mums or dads might know how to cook and they could teach you and then they will not need to do this at school or any where.</p>

<p><b>Outcomes and performance criteria</b></p>	<p><b>Marker commentary</b></p>
<p><b>1.1</b></p>	<p>Ideas show some relevance and appropriateness for the purpose and audience. Ideas are straightforward with little development.</p> <ul style="list-style-type: none"> <li>• The text requires a clearer stance from the beginning. Although the writer's position is stated in the introduction as agreeing with the premise, “everyone should learn how to “Prepare and cook food”, most of the text provides reasons why learning to cook is not something everyone should do.</li> <li>• Ideas relevant to learning to cook are given, such as: appropriate cooking techniques, cooking to save costs, cooking for health, the time it takes to cook food, lack of personal time, the difficulties of cooking, and the lack of ingredients.</li> <li>• The second paragraph provides additional statements that support “learning to cook”: cost, time, independence, etc.</li> </ul>

	<ul style="list-style-type: none"> <li>• The third paragraph counters the stated position by stating that “this can be a bad thing for some family’s”, because of time factors and long days at work, which are reasons for not learning to cook.</li> <li>• The fourth paragraph continues the idea of learning to cook as being too hard, citing lack of ingredients, busy lives, and a waste of time.</li> <li>• Developing ideas about how to “prepare and cook food” is required to show evidence of elaboration. For example, providing examples of what is a “low-cost meal”, “a good meal”, “something small and easy” and “these big meals” could help build reader understanding.</li> <li>• Selecting one or two ideas and providing relevant details and examples to support them would make the writing more focused and effective.</li> <li>• Rewording the introduction so that it more appropriately reflects the content of the answer (that there are both advantages and disadvantages to learning to cook) would also help reader understanding.</li> </ul>
1.2	<p>Text structures are evident but are used inconsistently. The text lacks coherence and requires the reader to ‘fill in the gaps’.</p> <ul style="list-style-type: none"> <li>• The ideas are presented almost as a list. Some ideas are repeated in other paragraphs (both paragraphs three and four talk about people not having enough time / being too busy to cook).</li> <li>• There is an attempt at paragraphing, but this is not always successful. Grouping ideas together so that each paragraph deals with one idea at a time would help support reader understanding.</li> <li>• The text requires clearer linking to show how the ideas are related.</li> <li>• The text lacks a clear conclusion that summarises the writer’s position.</li> </ul>
1.3	<p>Register, tone, and language features, particularly vocabulary and sentence types, are sometimes appropriate for the purpose and audience but lack variety and interest.</p> <ul style="list-style-type: none"> <li>• Register and tone are generally polite, as is appropriate for the purpose and audience.</li> <li>• Vocabulary is sometimes vague, for example, “cook stuff”, “right stuff”, or repetitive, “cooked right ... to be cook right”.</li> <li>• Vocabulary is generally simple, for example, “bad thing”, “good idea”, “good meal”, “too hard”.</li> <li>• Sentence types are generally simple and compound, with the compound sentences tending to consist of several ideas loosely joined by ‘and’. Some sentences are awkwardly constructed, for example, “And some meals it can teach you how to make and be too hard for some people and ...”.</li> <li>• The use of more precise vocabulary and variation of sentence types and lengths could help make the text more interesting for the reader.</li> </ul>

<b>1.4</b>	<p>There is limited evidence of control of writing conventions. The text requires work from the reader.</p> <ul style="list-style-type: none"><li>• Although sentences are generally correctly punctuated at the beginning (capital letters) and end (full stops), the run on sentences need to be correctly punctuated.</li><li>• There are errors in spelling of high-frequency words, for example, to / too; there / their; families; though / through; waste.</li><li>• There are errors in sentence grammar, for example, “foods that needs to be cook right”.</li><li>• There is some incorrect use of capitals.</li><li>• Careful editing and proofreading could help to eliminate many of these errors.</li></ul>
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