

Assessment schedule: English 91476 A life less ordinary

Evidence/Judgements for Achievement	Evidence/Judgements for Achievement with Merit	Evidence/Judgements for Achievement with Excellence
<p>The student creates and delivers a fluent and coherent oral text which develops, sustains, and structures ideas.</p> <p>This involves demonstrating an understanding of purpose and audience by:</p> <ul style="list-style-type: none"> developing ideas and making links between them. Ideas may include the use of narrative, anecdote, quotation, allusion, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints selecting and using language features appropriate to an oral text to create consistency in meaning and effect and to sustain interest. This includes oral features such as rhetorical devices (for example, use of pronouns, triple construction), body language (such as movement, gesture, facial expression), voice (for example, tone, volume, pace, stress), props, costume, and demonstration materials or items selecting effective structure(s). This may include poetic, formal, and narrative forms or a combination of these. <p><i>“Hello, everyone. Welcome, ladies and gentlemen, parents, teachers, and peers. Fellow students, we are here today to look back at our journey within the past 13 years at school. We are here to thank those who have always supported us in our journey. We are here to look forward as we start another beginning in our lives.</i></p>	<p>The student creates and delivers a fluent and coherent oral text which develops, sustains, and structures ideas and is convincing.</p> <p>This involves demonstrating a discerning understanding of purpose and audience through the discriminating selection, development, and integration of ideas, language features, and structures appropriate to an oral text to create consistency in meaning and effect and to sustain interest.</p> <p>Ideas may include the use of narrative, anecdote, quotation, allusion, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints.</p> <p>Oral language features include rhetorical devices (for example, use of pronouns, triple construction), body language (such as movement, gesture, facial expression), voice (for example, tone, volume, pace, stress), props, costume, and demonstration materials or items.</p> <p>Structures may include poetic, formal, and narrative forms or a combination of these.</p> <p><i>“Parents and teachers, I want to welcome you all today in joining us students in celebrating the end of the start of our lives. It seems just yesterday when we were only five years old and starting our first day at school. That was a time when we didn’t have to worry about what our hair looked like or what we wore. That was a time when instead of competing to get the latest trends, we competed to see who could stuff the most crayons up their</i></p>	<p>The student creates and delivers a fluent and coherent oral text which develops, sustains, and structures ideas and commands attention.</p> <p>This involves demonstrating a sophisticated understanding of purpose and audience through the insightful selection and integration of ideas, language features, and structures appropriate to an oral text to create consistency in meaning and effect, sustain interest, and create a striking whole.</p> <p>Ideas may include the use of narrative, anecdote, quotation, allusion, imagery, explanations, analysis, explorations, critique, details, examples, and a range of dimensions or viewpoints.</p> <p>Oral language features include rhetorical devices (for example, use of pronouns, triple construction), body language (such as movement, gesture, facial expression), voice (for example, tone, volume, pace, stress), props, costume, and demonstration materials or items.</p> <p>Structures may include poetic, formal, and narrative forms or a combination of these.</p> <p><i>“Good evening, and a warm welcome, ladies and gentlemen, boys and girls, friends, family, and whānau. So, we made it! Graduation 2012. It is the end of a long and arduous journey, but also the start of a new and exciting venture into the big wide world. I am very happy to be able to share some of my most important school memories with you all, describe how they have influenced who I am today, and explain some of my greatest fears for the future – for my future and for our future – at</i></p>

<p><i>“How many parents here remember their son’s or daughter’s first day of school? I remember mine in kindergarten. I was walking hand-in-hand with my mum, feeling nervous and scared. For a while I just watched the kids around me and observed my surroundings. A few minutes passed before I noticed my mum had suddenly disappeared. Where could she have gone? I frantically looked around and saw her standing by the window outside, smiling at me as if to tell me, ‘You’re gonna be fine. Go on’. It was quite funny to see the other parents outside with my mum. I saw some parents crying tears of joy or crying tears of sadness. I don’t know – it could be that they really wanted to get rid of their child or that they were sad to let them go. Either way, this was the first step of letting us go into the outside world. But now they have to let us go into the real world full of responsibilities and choices.”</i></p> <p><i>The student makes the transition from school days in general to more personal reflections about her life in the Philippines, her knowledge and awareness of people living very different lives, and her feelings of responsibility for others.</i></p> <p><i>“Poverty is one of the best-known issues in the world. Last year 925 million people went without food to eat, water to drink, and shelter to keep them safe. What can we do? What can you do? Did you know that 22,000 children die each day due to poverty? And about one child is dying every four seconds. We are the next generation who will lead this world, and we need to make a difference. Together we can make a change.”</i></p> <p><i>The student then goes on to look at both the opportunities and responsibilities of her generation.</i></p>	<p><i>nose. That was a time when you could go up to someone and say, ‘Let’s be best friends’, and they would say yes.”</i></p> <p><i>The student makes the transition from school days in general to more personal reflections about coming to New Zealand and facing different values.</i></p> <p><i>“Each one of us has had our own journey in which we have faced our own challenges. But wherever we have come from and whatever we have been through, today our journeys all meet at the same point. We are on the verge of starting the next chapter of our lives where the world will be ours to shape and mould. One day our generation will decide what society is like and the kinds of values it will have. So when I look at the world and what is important, I can’t help but ask myself, where do I, a young female of Asian descent, fit into this fabric of life? And the only answer I have is that I don’t.”</i></p> <p><i>The student moves to media images of women and their consequences.</i></p> <p><i>“I don’t fit in a place where women are tall, skinny, and inhumanly beautiful. I don’t belong with half-naked girls dancing next to Pittbull in his music videos. I don’t want to be something on a platter for males to look at. However, in our media today, that is exactly how women are portrayed. Most of us never think about sexism as an important issue – I certainly never did. It just never seemed as serious as racism or global warming or the young children in Africa who are dying of starvation. But the direction this society is heading in is deadly, and it will lead to the deaths of thousands of girls.</i></p> <p><i>“A study by the National Association of Anorexia Nervosa and Associated Disorders showed that in America the mortality rate for anorexics is 12 times higher than the death rate for ALL causes of death</i></p>	<p><i>this eventful milestone of our lives.</i></p> <p><i>“First, to my classmates – as Paul McCartney once said, it’s a ‘long and winding road’, but we managed to reach the end (and many people doubted that we would). I want to thank you for the stories told, laughter shared, and legends created during our 13 years together. People (old people, that is) always say, ‘Your school years are the best years of your life’, and as I stand here now, it is starting to sink in what they mean. Every day we have been able to spend hour upon hour with 30 of our closest friends in a secure, safe, and somewhat loving environment. Every day we have been able to tell jokes, pull pranks, and enjoy the general misfortune of those we hold closest to our hearts. Every day we have been able to sit through subjects we have little interest in, learn information that we have little need to know, and prepare for exams that test how much we have retained about the world gone by. But now what? What does the future hold? And more importantly, how do we make it ours?”</i></p> <p><i>The student makes the transition from school days in general to more personal reflections.</i></p> <p><i>“I had my masculinity challenged in the yard by the bigger kids, I had my will power tested by (sometimes) poor results, and I had my values questioned in the lessons I attended ...”</i></p> <p><i>The student picks up the idea of what it is to be a man and the testing of values in the days to come.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>
---	--	---

<p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	<p><i>for females aged 15 to 24. That means that more females die from anorexia than smoking, car crashes, or any other disease.”</i></p> <p><i>The student develops the idea of having one’s own identity rather than being manipulated by the media.</i></p> <p><i>The examples above relate to only part of what is required, and are just indicative.</i></p>	
--	---	--

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.