

EXEMPLAR

90053



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NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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For Supervisor's use only

Level 1 English, 2008

90053 Produce formal writing

Credits: Three

9.30 am Tuesday 18 November 2008

Check that the National Student Number (NSN) on your admission slip is the same as the number at the top of this page.

You should answer on ONE of the topics in this booklet.

Check that this booklet has pages 2–8 in the correct order and that none of these pages is blank.

YOU MUST HAND THIS BOOKLET TO THE SUPERVISOR AT THE END OF THE EXAMINATION.

For Assessor's use only		Achievement Criteria	
Achievement		Achievement with Merit	Achievement with Excellence
Express idea(s) with supporting detail in a piece of formal writing.	<input type="checkbox"/>	Develop idea(s) with supporting detail and explanation in a piece of formal writing.	<input type="checkbox"/>
Use a writing style appropriate to audience, purpose and text type.	<input type="checkbox"/>	Use a controlled writing style appropriate to audience, purpose and text type.	<input type="checkbox"/>
Structure material in a way that is appropriate to audience, purpose and text type.	<input type="checkbox"/>	Structure material clearly in a way that is appropriate to audience, purpose and text type.	<input type="checkbox"/>
Use writing conventions without intrusive errors.	<input type="checkbox"/>	Use writing conventions without intrusive errors.	<input type="checkbox"/>
Overall Level of Performance (all criteria within a column are met)			E

You are advised to spend 40 minutes completing the writing task in this booklet.

Imagine that you are writing to the editor of your local newspaper. Your letter, which will be published in the newspaper, should **explain young people's views** on ONE topic chosen from the list below.

You may present more than one viewpoint, or you may focus on one particular point of view. You may argue for or against the topic.

Use page 4 to map or plan your ideas on your chosen topic. Begin your letter on page 5, and write the number of the topic 1–10 at the top of the page.

Explain your ideas.

Support the ideas with **examples**.

Write AT LEAST 250 words.

Proof-read your work.

Note: The layout of your letter will NOT be assessed.

TOPICS (Choose ONE)

1. Renewable energy is the way of the future.

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See page 8.*

2. Alcohol and youth are a dangerous mix.
3. We should be worried about the World Wide Web.
4. Poverty is everyone's responsibility.

5. Celebrities are not heroes.
6. The rights of young people are often ignored.
7. New Zealand/Aotearoa is a country we should admire.
8. Sport brings people together.
9. To understand another culture, you must learn the language.
10. School uniform is an outdated tradition.

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reproduced here.
See page 8.*

THIS PAGE WILL **NOT** BE ASSESSED

Use this page to map or plan your ideas.

Begin your letter on page 5, and write the number of your chosen topic 1–10 at the top of the page.

PLANNING

Topic number: **2**

Dear Editor,

I lie awake sometimes, on a Saturday night and listen to the tinkle of beer bottles shattering in the street outside my house. ~~Dear~~ Do not be alarmed. It is only the youth of today enjoying their weekend leisure time. ~~But~~ Alcohol and youth are a very dangerous mix; ^{our teenagers} ~~they~~ do not seem to be aware of ~~the~~ ^{alcohol's} adverse effect on their health, schoolwork and their standing in society, and ~~do not seem~~ ^{to care}.

The frontal lobes in the brains of teenagers are not yet fully developed and when alcohol is consumed in excess, (after one or two standard drinks) the growth of their vital brain functions ~~are~~ ^{is} stunted. This leaves our society with brain damaged children who may become dependent on alcohol, ~~to~~ ^{develop} diseases and illnesses such as liver and heart failure and be menaces in our streets at night.

We would ~~not~~ say it was acceptable for a teenager to use other drugs, so why is alcohol so socially acceptable and readily available? Students attend school to learn and gain knowledge from teachers, ~~but~~ suddenly after a 'good' weekend 'on the town', our classrooms are full of hungover imbeciles only looking forward to getting 'totally trashed' next weekend. It is too difficult to learn with a pounding headache and bloodshot eyes, so today's students are becoming less interested in school, ~~at~~ jobs and their responsibilities and ~~are~~ more obsessed with where the best party will be on Saturday. Alcohol is not only damaging the brains of our teenagers but also their futures.

This harmful drug is not only dangerous to our teenagers but also to society. Alcohol has created ~~monsters~~ 'monsters' that ~~do not care about their responsibility to society~~ have impaired motor skills, reduced judgement-making abilities and a distinct lack of social responsibility. This is why my footpath is littered with remnants of a 'great party' and why ~~crime~~ youth-alcohol related crime statistics are rising beyond belief. Our teenagers need to be taught about how their ^{life-style} choices affect not only them but the whole community and that they have a responsibility to act in a ~~safe~~ manner. (For themselves and for others.)

I urge you to take a closer look at the effect alcohol is having on the teenagers of today. We need to unite as a community and educate them about the dangers this drug poses to them and our society and that their futures are at risk. Why lose the chance to lead a great life for a few 'good' weekends? Alcohol and youth are a dangerous mix.

E

Candidate's thoughts are succinctly expressed. Ideas are credible. Candidate has developed a convincing argument and has shown an interesting and generally fluent expression with a range of diction.

[illegible]

Extra paper for continuation of task if required.

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Image sources

Topic 1

(clockwise from left)

<http://www.broadgatebusinessfinancial.com/images/wind%20mill.jpg> (20 March 2008)

http://www.abc.net.au/reslib/200704/r139061_476078.jpg (20 March 2008)

<http://www.industcards.com/benmore.jpg> (2 April 2008)

<http://www.goldstockbull.com/wp-content/uploads/biodiesel.gif> (adapted) (20 March 2008)

Topic 10

<http://khs-net.kingsbury.brent.sch.uk/kingsburians/gallery/schooluniforms/large/Uniform,%202004-5%20photo.jpg> (1 July 2008)