



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Sample Exemplar for RAS Standards

Achievement Standard

English Level 1

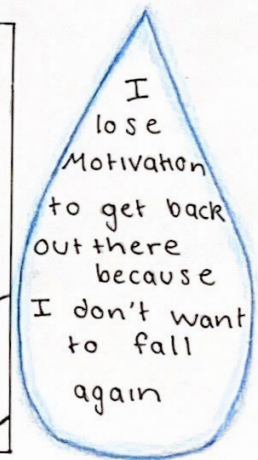
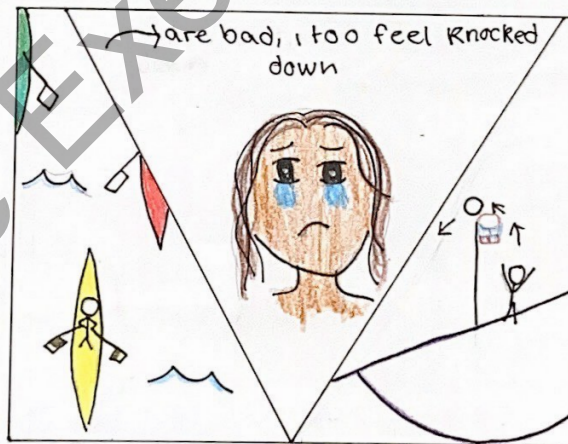
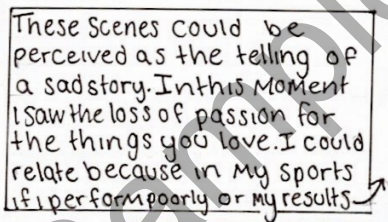
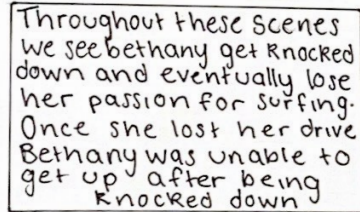
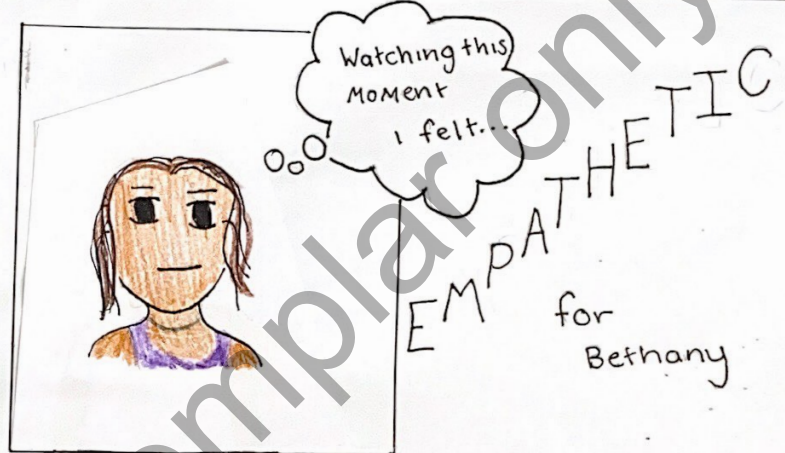
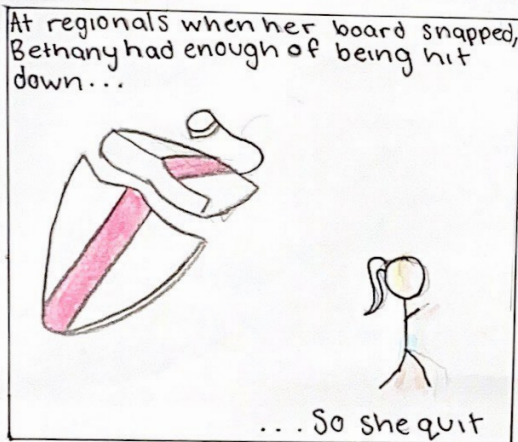
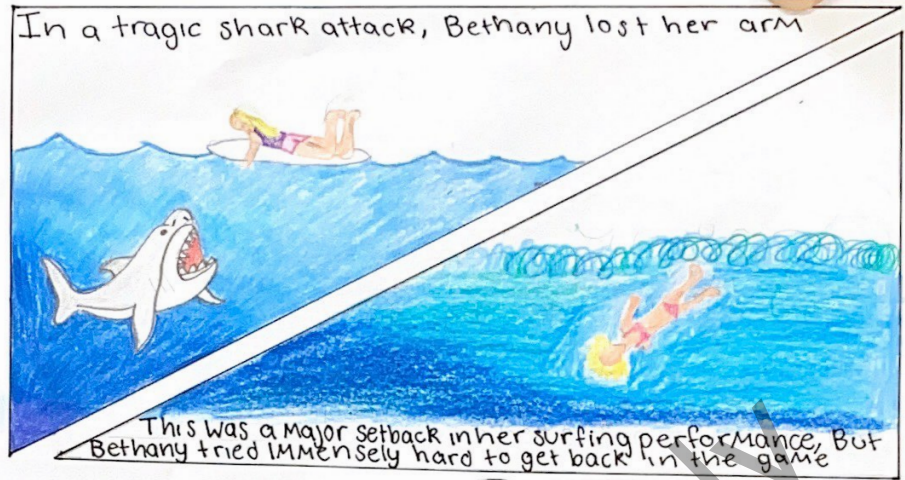
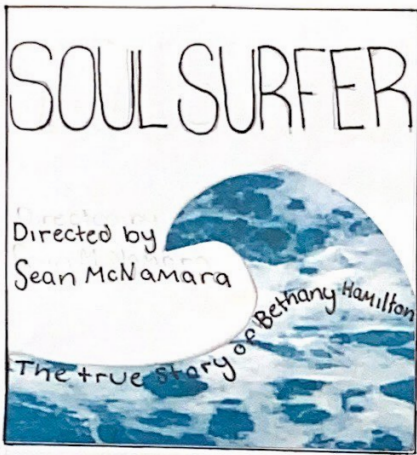
This is a sample exemplar for:

Achievement Standard 91925

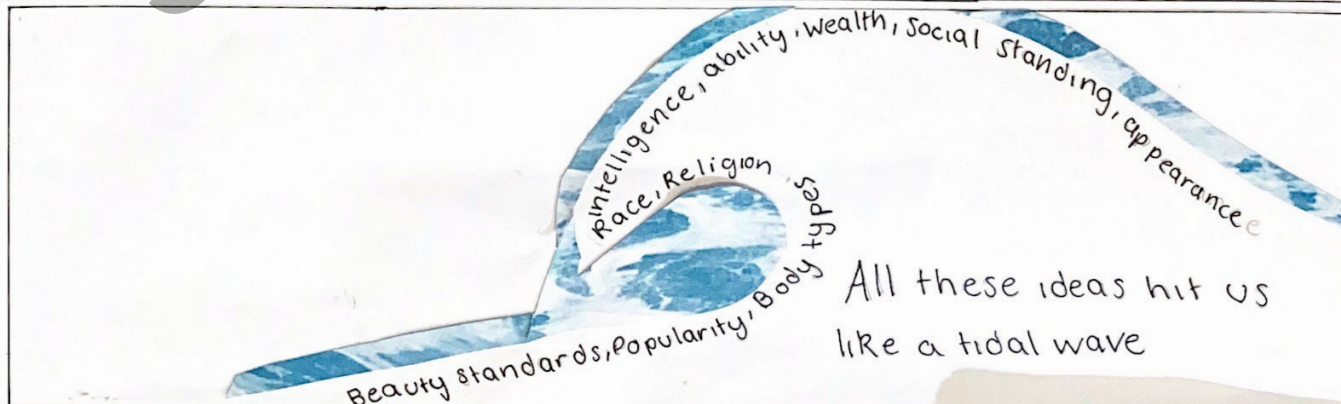
Produce a verbal and visual personal response to text

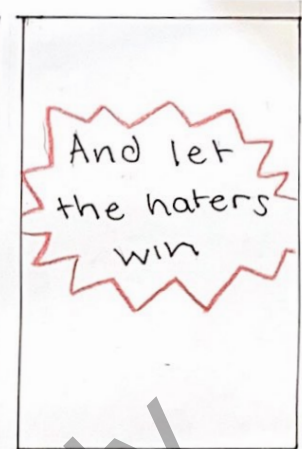
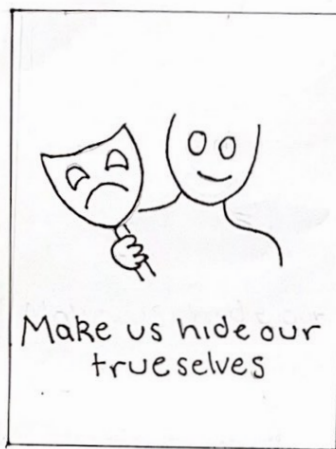
This sample annotated exemplar is a full sample of student evidence, with a commentary, to illustrate the type of exemplars that will be produced in the future.

AS THIS ACHIEVEMENT STANDARD HAS BEEN REVISED SINCE PILOTING IN 2021, THIS SAMPLE EXEMPLAR SHOULD NOT BE USED FOR PLANNING OR ASSESSMENT PURPOSES.

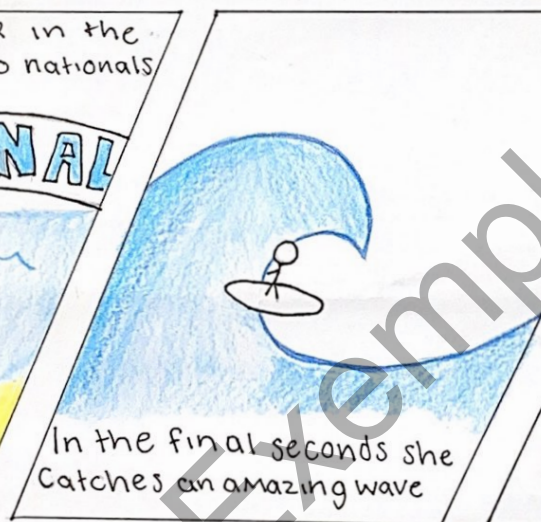
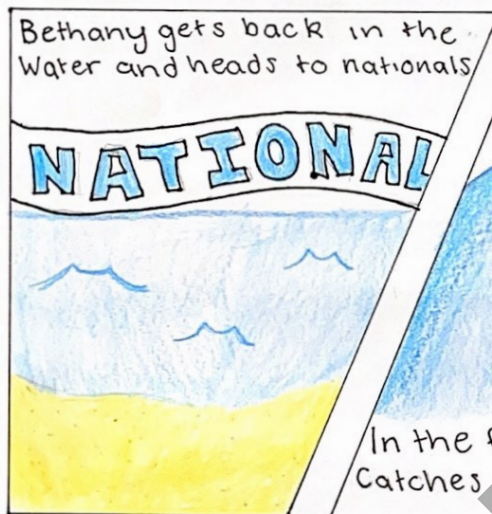


This happens in our society every day





But in the end Bethany teaches us a lesson



Although the wave didn't
count, Bethany walked
away with a smile. Because
in the end it wasn't
about winning, it was
about doing what she
loves.

This teaches us that when
life gets us down, we get
right back up.
Because life is not
about pleasing others or
being society's version of
"PERFECT"

It's about being
yourself, embracing your
quirks and doing the
things you love

That's the best kind
of perfect



"I've learned life is a lot like **surfing**,

When you get caught in the **impact zone**, you
need to get right back up, Because you never know what's over
the next **wave**... And if you have **passion**, anything is possible

anything at all" - Soul surfer

Commentary: Excellence

For Excellence, the student needs to develop a personal response to an independently studied text, presented as a visual/verbal text that commands attention.

This involves responding to selected aspects of the text, showing how those aspects work together to create engagement with the text, and making connections beyond the text itself. This personal understanding should be presented in a confident and compelling way, using visual and verbal features that are appropriate to the selected text type.

This student has developed their personal response to the film *Soul Surfer* by Sean McNamara and presented it as an original graphic text sequence. They have responded to character, plot and ideas in the text, demonstrating personal understanding of how a character's reaction to an event creates engagement (*"At regionals when her board snapped, Bethany has enough of being hit down"*), (*"I felt empathetic"*). The personal response is developed in the text boxes, and supported by symbolism and layout that illustrates both examples and response.

The personal response is connected to ideas in society, and the repeated symbol of the wave both links the ideas in *Soul Surfer* and provides visual engagement. On the second page of the graphic text sequence, the explanation of ideas about conformity and societal expectations are linked to the plot (*"This teaches us that..."*), (*"But in the end Bethany teaches us a lesson"*).

The student has deliberately selected and organised the graphic text sequence, with colour choices, symbolism, image rendering and layout all used in a purposeful and confident way.