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Level 1 English RAS 2023

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

EXEMPLAR

Achievement

TOTAL 04



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.	5	Genre	Creative story
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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?

This piece is a creative story about an intense hockey game related to prompt no. 5 as this prompt evolved the tense moments of sports, I portrayed this in my writing. The intended audience for this piece is for anyone who enjoys the suspense of watching a sports game, this piece is intended to make the reader reflect on the dangers of sports and how sports players feel when competing.

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.

The last minute

60 seconds on the clock

1-1

I gaze around at my teammates. Across the court, I locked eye contact with Martha's deep chestnut brown eyes. Her eyebrows angled into her face; jaw clenched so hard I could almost see her teeth grinding against each other. The look on her face of pure determination tells me that this is our moment. All the work and mahi, endless hours of training have come down to this minute. We will be the winners of this hockey tournament.

I feel my heart pumping. With each pump my body vibrates as the thick sensation of blood thumps to my head. With each second I feel my head thump faster and faster. The warm salty sweat drips down my temples and lower back making my shirt stick to my skin like velcro. My eyes zoom into focus like a hawk targeting its prey. I clench my left hand on the top of my stick to achieve altermit control. The play was reset with the ball in the middle of the moist field.

With one swift flick Martha pushes the ball to the midfielder. Instantaneously the ball comes flying to me. I raise my stick ready to receive it. The ball slammed against my wooden stick echoing a CLINK. I gain control over the ball by stumbling onto it as it tries to escape my reach.

The ball was in my possession now and I was not going to let anyone take it from me. As I dribble down the field I can hear the rustle of the dampened field beneath my feet.

As I run the sound of uneven and rugged breathing comes closer,
closer,
closer.

Finally I shift my concentration from the ball to who is in front of me. A dark figure comes into vision with the build of a rhino. As I tighten the grip on my stick I feel my sweat seeping through the gaps of my fingers. My palm slips against the black rubber of my stick handle as I side step shifting all my weight. Now I am directly in front of the huge girl. Faster than I thought physically possible I shift my weight onto my right side dragging the ball with me past the enormous girl. Successfully I just dodged the biggest toughest player of the opposing team. This gave me the boost of confidence that I needed.

I strided down the wing of the field, dribbling the ball making sure it was on the end of my stick. My gaze moved up to focus on my teammates around me.

I could not see them.

There was a herd of opposing players marking every single one of my teammates. My confidence had shattered. I felt like a water balloon that had just been popped. I began to slow down. I twitched my head back and forth like I had a bug around my face.

Still no one to pass to.

With every stride I took, my confidence took another blow. I am stuck surrounded by opposing players. I glance down at the ball preparing myself to make the unsuccessful pass when suddenly Thwack.

I was pummeled into the ground; my face went smacking into the turf.

Lifeless I lay staring into darkness. The ringing in my ear is like a defining high pitch whistle. My face is throbbing like someone had just thrown a bowling ball into my face. As I rolled over I heard the heavy breathing again. It was the girl who was built like a rhino. Grin stretched upon her pale face as if she was trying to show off her incredibly crooked and dirty teeth. She stood over my paralyzed body staring down at me then suddenly ran off towards our goal.

I lay on my back lifeless. My back felt as if my spine was scattered throughout my back. Unable to move I could feel the trickle of a warm sensation run down my face. The smell was instantly recognisable.

Blood.

I am unable to move, help my teammates or play. Suddenly the deafening sound of a whistle began to blow.

We had lost.

Achievement

Subject: English
Standard: 91926
Total score: 04

Prompt	Grade score	Marker commentary
5	A4	<p>Language techniques are utilised well throughout the passage. Each paragraph builds on the one preceding.</p> <p>This is a good piece of writing at Achievement level, but to be considered for Merit it would need to show greater control. The detailed retelling has made it hard for the candidate to be discerning about what to include and what to leave out – the writing might have benefitted from a focus on one particular moment.</p>