**NZQA**

**Approved**

Achievement standard: 90855 Version 2

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: Safe operation is a productive operation

Resource reference: English VP-1.7 v2

Vocational pathway: Primary Industries

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| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90855-02-7235 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to create a visual text that develops and structures ideas about workplace safety in the forestry industry. You will use language features appropriate to the purpose and audience.

You are going to be assessed on how effectively you develop and structure ideas in a visual text (a poster) about workplace safety. Your controlled use of language features will be appropriate to forestry workers, and convey the message that forestry workers need to adhere to rigorous safety requirements, and command attention.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

You are the occupational safety and health representative at the forestry company where you work. Accident Compensation Corporation (ACC) is concerned about the number of logging accidents that cause serious injuries in the forestry industry and has asked you to create a visual text (poster) that will influence forestry workers to make work-related safety a priority. The poster will be displayed on work sites so it needs to command attention and make a strong impact on forestry workers.

The poster may be completed using ICT software applications, such as Publisher and Photoshop.

## The brief

The visual text (poster) must:

* include visual images and text that will appeal to forestry workers
* develop and structure ideas about a specific safety message related to forestry work sites and procedures
* use visual and verbal language features that are appropriate to the intended purpose and audience
* command attention
* include a short, relevant slogan or quotation that reinforces the ideas in the poster, or words linked to the *Approved Code of Practice for Safety and Health in Forest Operations*.

## Develop and structure your ideas

Research articles on the internet and in the news for information to help you focus and develop your main idea, for example:

* best practice guidelines and the *Approved Code of Practice for Safety and Health in Forest Operations*
* information on common hazards, safety issues and behaviours
* forestry accident-related stories.

Brainstorm ideas about workplace safety in the forestry industry. For example to minimise the potential for an accident while working on dangerous sites, forestry workers may need to consider the importance of protective clothing, standard operating procedures, adequate food and hydration, and measures for reducing stress and fatigue.

Build and develop ideas so they are credible, connected, and structured to create a compelling and well-organised poster. This is done by building on an idea and adding details/examples that link to other ideas in a coherent, whole piece. Aim to produce a poster that tells a story.

## Plan the visual text

Brainstorm possible elements for your design. You may consider the following:

* images, colours, fonts and symbols appropriate to your text
* mediums, such as collage, photography, cartoons or painting that may be used to appropriately represent your ideas and text
* a short relevant slogan or quotation to reinforce the ideas in the poster.

From your brainstorm select ideas that will work best together. The poster needs ideas that are credible, connected, and structured in a well-organised and compelling manner. To achieve this you will need to produce a unified structure rather than a series of independent elements.

Draft the layout of the poster. Think about the structure of the image and move the individual elements of your design around on the page to create the most compelling effect.

## Focus on the purpose

The purpose of the poster is to influence the behaviour of forestry workers to ensure that they go home uninjured every night. Keep this in mind and make your visual and verbal language features work together to achieve it.

Look closely at the exemplars provided below. Think about their strengths and areas that could be improved. Note: You may not copy specific parts of exemplars into your own poster.

Ask yourself the following questions:

* How does the poster command attention?
* Is the main idea developed with details and examples?
* What will the audience remember and understand from the poster?
* What connections will they make between the text and imagery?
* What is the overall message this poster is trying to get across?

Be prepared to remove or change elements that do not work. Only when you are satisfied with your design should you move on to the final production of the poster.

## Assemble the visual text

Produce the poster using techniques decided on during the development process. Complete each element and apply each technique with control and care, adding details to build or develop your ideas. Aim for consistency of style to ensure that all the elements are integrated as a unified whole.

Look again at the exemplars to see how this level of integration has been achieved in those visual texts.

When you are satisfied with your work, hand it in for assessment.

# Resources

## Exemplars

[www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90855/](http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90855/)

## Safety in the forestry industry

[www.acc.govt.nz](http://www.acc.govt.nz)

[www.pfolsen.com/nz/src/hsalert/060\_CRule.pdf](http://www.pfolsen.com/nz/src/hsalert/060_CRule.pdf)

[www.dol.govt.nz](http://www.dol.govt.nz)

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Vocational pathway: Primary Industries

Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to create a visual text (a poster) that convincingly develops and structures ideas for a safety message for forestry workers at work sites in the forestry industry. Learners must use language features appropriate to the purpose and audience with control to command attention.

# Conditions

This is an individual assessment task.

Components may be adapted from other sources, but the final poster must be the learner’s own composition.

The poster needs to show the development of structured ideas, using visual and verbal language features such as colour, images, layout, slogans, and body copy appropriate to the audience.

# Resource requirements

This assessment may be completed using various ICT software applications, such as Publisher and Photoshop.

# Additional information

Alternative assessment modes could include:

* visual display
* cartoon
* video
* web page.

## Other possible contexts for this vocational pathway

Compliance requirements for recreational fishermen.

Bio-security requirements for produce that is exported.

# Assessment schedule: English 90855 – Safe operation is a productive operation

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner develops and structures ideas in a visual text using language features appropriate to purpose and audience.  The learner:   * creates an original poster that develops forestry workplace safety ideas, using material that is original, adapted, and/or taken from other texts and sources * builds on ideas by adding, arranging, and linking verbal and visual language features so that ideas are unpacked and work towards a planned whole * selects and uses visual and verbal language features appropriate to purpose and audience   For example:  Forestry workplace safety idea of visibility developed through use of the slogan ‘Stand out from the crowd; wear high visibility clothing’ placed above an image of a high visibility jacket with an opposing image of a puffer jacket. Strong black font is used to contrast with the green forest background. Puffer jacket is light green to blend into the background to develop the idea that visibility is the key to being safe in a forestry workplace.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas convincingly in a visual text using language features appropriate to purpose and audience with control.  The learner:   * creates an original poster that develops forestry workplace safety ideas, using material that is original, adapted, and/or taken from other texts and sources * builds on ideas so that the development of the ideas and structure is generally credible and connected * selects and links visual and verbal language features and presentation techniques appropriate to purpose and audience   For example:  Forestry workplace safety idea of visibility developed through central dominant image of black shadowed figures, one of which is wearing yellow high visibility clothing and carrying a yellow chainsaw. The selection of the slogan ‘Stand out from the crowd; wear high visibility clothing’ and background choice of a forest develops the idea of the need to be visible as a forestry worker. The selection of a border of yellow chainsaws connects colour palette and shows controlled use of layout.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas effectively in a visual text using language features appropriate to purpose and audience with control to command attention.  The learner:   * creates an original poster that develops forestry workplace safety ideas, using material that is original, adapted, and/or taken from other texts and sources * builds on ideas so that the development of the ideas and structure is compelling and well-organised * selects, links, and sustains visual and verbal language features and presentation techniques appropriate to purpose and audience to produce a confident text   For example:  Learner’s original colour photo of an unhappy family sitting at a dining table with high visibility jacket on the back of an empty chair is a compelling central image. The use of a thought bubble above the family, ‘Is the forest more important than us?’ together with the slogan, ‘Your family needs you; wear high visibility clothing’ creates a commanding statement using personal pronouns and a rhetorical question.  The slogan font is bright yellow to match the high visibility jacket and the yellow of the table cloth, demonstrating a well-organised structure to the poster. The border of black crosses contrasts with the white background and dominant yellow of the image, which effectively develops the idea of the consequences of not wearing high visibility gear.  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.