**NZQA**

**Approved**

Achievement standard: 90053 Version 5

Standard title: Produce formal writing

Level: 1

Credits: 3

Resource title: Mixing sport and caffeine

Resource reference: English VP-1.5 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90053-02-7216 |
| 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 develop and structure a formal written article about the effect of caffeine on sports performance for people interested in sport - athletes, coaches, and managers. The article will be published in a special community sports feature in the local newspaper. You need to use language features appropriate to the audience and the purpose.

You are going to be assessed on how effectively you develop and structure your ideas about the benefits and/or harm in caffeine rich drinks and their effect on sports performance. You will use language features appropriate to the audience and purpose, with control, to 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 a sports coach working with a regional sports team. The local newspaper has decided to do a sports feature to coincide with the regional championships to be held in your town. You have been asked to write an article about the effects of caffeine on athletic performance. There has been much discussion about caffeine and sport recently, and the editor of the paper thinks this would be an interesting addition to the other sports articles.

## Part 1: Prepare to write your article

You need to research some of the issues around caffeine, such as:

* does caffeine help or hinder athletic performance?
* do sports drinks and energy drinks contain the same amounts of caffeine?
* what is the difference between energy drinks and caffeine drinks?
* is there a good or bad time for an athlete to have a caffeine heavy drink?

Develop your article by ensuring that you can support your ideas about the topic with specific evidence and examples as much as possible. Collect factual information, specific examples, statistics, opinions and/or observations that could be used to support your article.

Write a draft of your article and check it carefully. If necessary, re-work it to ensure that:

* your article is appropriately and effectively developed and structured for your intended audience – people who are interested in sport
* your article contains appropriate vocabulary and syntax
* you avoid spelling, punctuation or grammatical errors.

## Part 2: Write the final version of your article

Write the final version of your article. Check that:

* your article is formal in tone and has a well-organised structure
* your ideas are compelling
* your article includes evidence to support your ideas about the use of caffeine and sport
* your article has an appropriate conclusion
* your article is at least 350 words in length.

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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 develop and structure ideas effectively to produce a formal written article for a newspaper feature on the effect of caffeine on sports performance. Learners must use language features appropriate to the audience and purpose, with control, to command attention.

# Conditions

Learners are required to construct their own formal writing, which means that they must develop and write their own content.

# Resource requirements

Access to appropriate interviewees, fitness and health magazines, recording equipment, the internet, a library and information technologies is required.

# Additional information

None.

## Other possible contexts for this vocational pathway

A formal report or article by a community constable about the nature of problems in the community, and possible remedies.

A security officer’s report or article about the need for security in the home: reasons and solutions.

An online article by an acupuncturist outlining the benefits of acupuncture, how it is administered and why it works.

# Assessment schedule: English 90053 – Mixing sport and caffeine

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Learners present a formal written article of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:   * introducing the topic (the effect of caffeine on sports performance) and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * building on an idea by adding details or examples, such as quotations, information, personal viewpoint, observation * linking and organising ideas to other ideas and details, and working towards a coherent planned whole * using language features appropriate to audience, purpose and selected text type, such as vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar) * using written text conventions without intrusive error patterns, such as a pattern of errors in syntax (e.g. sentence fragments, where structures are not used intentionally; and ‘run on’ syntax) or a pattern of other significant errors (e.g. mixed tense sequences, missing or misused capital letters, spelling errors)   For example:  The learner develops and structures ideas, using appropriate vocabulary, spelling and grammar, about the effect of caffeine on sports performance.  One or two paragraphs could develop ideas about the different views about the positive and negative impacts of caffeine when taken to improve physical performance, fitness and/or stamina. Issues such as caffeine toxicity could be discussed.  Another paragraph could focus on developing ideas about whether or not consuming caffeine before and/or during exercising benefits a person.  The learner should refer to at least two sources, which may include: research sources, studies, articles, facts taken from studies, and/or information provided by health professionals.  There should also be an appropriate introduction and conclusion.  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal written article of at least 350 words, that develops and structures ideas convincingly using language features appropriate to audience and purpose with control by:   * introducing the topic (the effect of caffeine on sports performance) and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * structuring and building on the ideas so they are generally credible and connected * selecting and linking language features and presentation techniques as appropriate to the intended audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors   For example:  The learner convincingly develops and structures ideas, using appropriate vocabulary, spelling and grammar with control, about the effect of caffeine on sports performance.  The learner convincingly develops and builds on ideas in each paragraph to create a convincing article about the effects of caffeine on sports performance. For example, in one paragraph the learner provides specific details and evidence about the safety/health implications of caffeine intake.  In another paragraph the learner could discuss the research about whether or not regular intake reduces the effectiveness of caffeine as a stimulant.  The learner could also discuss the reasons for disagreements among health professionals, or debate whether or not caffeine should be used as an aid to improve physical performance.  There should also be an appropriate introduction and conclusion.  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal written article of at least 350 words, that develops and structures ideas effectively using language features appropriate to audience and purpose to command attention by:   * introducing the topic (the effect of caffeine on sports performance) and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * structuring and building on the ideas so they are compelling and well-organised * selecting, linking and sustaining language features and presentation techniques in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to their audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors   For example:  The learner effectively develops and structures detailed ideas, using appropriate vocabulary, spelling and grammar to command attention, about the effect of caffeine on sports performance.  The learner effectively develops and builds on ideas in each paragraph to create a well-organised and compelling article about caffeine and performance. For example, the learner could discuss the physiological effects of caffeine and how this can alter physical performance.  In another paragraph the learner could discuss the difference between how caffeine is used in a fitness regime by the general public and if this differs from how it is used by athletes/professional sportspeople.  The learner could also discuss how much influence advertising/sponsorship/peer pressure has on the link between caffeine rich drinks and sport.  There should also be an appropriate introduction and conclusion.  *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.