**NZQA**

**Approved**

Achievement standard: 90855 Version 3

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: Targeting safety

Resource reference: English VP-1.7 v3

Vocational pathway: Services Industries

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| Date version published | September 2020 Version 3To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90855-02-7233 |
| 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 firearm safety. 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 firearm safety for recreational game hunters. Your controlled use of language features will be appropriate to recreational game hunters, convey the importance of the ‘identify your target’ message, 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

Welcome to Strategic Designs. You work for one of the most prestigious graphic design companies in the country. After numerous accidental deaths and injuries of recreational game hunters, the New Zealand Deerstalkers Association has commissioned your company to create a poster to influence recreational game hunters to identify their target before shooting. The visual text (poster) will be published on websites, in hunting magazines, and displayed in outdoors and sports shops, and police stations around the country.

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

## The brief

Your visual text must:

* include visual images and text that will appeal to recreational game hunters
* develop and structure the main idea from the Firearms Code: Rule 4 – Identify your target, and reflect causes, consequences and effects
* use 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.

## 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:

* the National Firearms Safety Code, specifically Rule 4 (see resource section below for web link)
* articles and news items that may have prompted the New Zealand Deerstalkers Association to actively promote Rule 4 and to commission Strategic Designs to generate this poster.

The Mountain Safety Council website has examples of firea**r**ms safety posters that use the slogan ‘Identify your target beyond all doubt’. These may be useful for triggering your own ideas about this message. Note: You cannot repeat slogans or images that have already been used to develop this idea.

Brainstorm ideas about firearms safety, for example consequences of careless use and measures to prevent accidents.

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 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 and motivate recreational game hunters to adhere to the Firearms Safety Code Rule 4. Keep this purpose 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 your 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

## Firearms code

[www.police.govt.nz/service/firearms/](http://www.police.govt.nz/service/firearms/)

[www.mountainsafety.org.nz](http://www.mountainsafety.org.nz)

## Articles on firearms and hunting accidents

[www.investigatemagazine.com/jul03hunt.htm](http://www.investigatemagazine.com/jul03hunt.htm)

[www.nzherald.co.nz/hunting/news/article.cfm?c\_id=1500945&objectid=10513041](http://www.nzherald.co.nz/hunting/news/article.cfm?c_id=1500945&objectid=10513041)

[www.stuff.co.nz/nelson-mail/news/4349625/Hunter-who-shot-near-camp-charged](http://www.stuff.co.nz/nelson-mail/news/4349625/Hunter-who-shot-near-camp-charged)

## Mountain Safety Council exemplars

[www.firearmsafety.org.au/](http://www.firearmsafety.org.au/)

[www.mountainsafety.org.nz/Safety-Tips/Firearms-Safety.asp](http://www.mountainsafety.org.nz/Safety-Tips/Firearms-Safety.asp)

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Vocational pathway: Services 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 develop and structure ideas about firearms safety effectively in a visual text (poster) appropriate to the audience (recreational game hunters) 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

Hand washing and hygiene for butchers.

Water safety issues and awareness.

Safety guidelines for raft and kayak instructors.

Protective clothing and equipment for ski-fields and other outdoor recreation.

# Assessment schedule: English 90855 – Targeting safety

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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 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:Safety ideas about the importance of target identification are developed through a central dominant image of gun sights with arrows either side. One goes to a deer, the other a human. The selection of the slogan ‘Identify your target beyond all doubt’ and background colour choice of red develops the idea of need to be safe when hunting.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 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:Safety ideas about the importance of target identification are developed through central dominant image of gun sights with arrows either side. One goes to a deer, the other a human. This becomes convincing by the image of the human shape which is half deer/half human (a credible development of the central idea). The selection of the slogan ‘Identify your target beyond all doubt’ and background colour choice of red develops the idea of need to be safe when hunting. The selection of a border of hunting firearms and symbol of question marks is appropriate and controlled. 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 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:The learner’s original colour photograph of a hunter aiming a gun at a stag in a bush setting is a convincing image. It becomes commanding with the use of framing, that creates a bubble-effect around the image of the stag, and layering that places the stag in front of the silhouette of a person with white crosses instead of eyes. The layout of the central photo image has the space between the end of the gun and the target right in the centre. This reinforces this as the focus for the audience and makes them think about the consequences of using a firearm. The slogan ‘Identify your target beyond all doubt’ is in a dark font and frames the main image. The colour of ‘your target’ is in a contrasting white, which effectively develops the idea of the importance of such precautions. 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.