**NZQA**

**Approved**

Achievement standard: 90053 Version 5

Standard title: Produce formal writing

Level: 1

Credits: 3

Resource title: Building safely

Resource reference: English VP-1.5 v2

Vocational pathway: Construction and Infrastructure

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90053-02-7214 |
| 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 for apprentices about a safety issue in the construction and infrastructure industry. The article will be published in a booklet for apprentices. 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 concerning the reasons for and use of an item of safety equipment in a piece of formal writing for the apprenticeship booklet. 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 working in the building industry. Your practical experience working on the job, has raised your concern about the growing number of preventable accidents that you have witnessed. So when the local Institute of Technology called for builders to write articles for a booklet they were producing about safety issues, equipment and practices for their apprentices, you decided to volunteer.

## Part 1: Prepare to write your article

You need to research a safety issue, safety practice or piece of safety equipment that is commonly used in the building industry. You will explain why this issue/practice/equipment should be used.

You could select a topic from the following, or research a topic of your own choosing:

* working near power lines
* using defibrillators
* using safety harnesses
* working with scaffolding
* working with ladders.

Develop your article by ensuring that you can support your ideas about your 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. Check that:

* the way you write the article is appropriate for your intended audience - apprentices in the building industry
* 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 the use of the safety item or practice
* 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 booklet on safety issues for apprentices in the building industry. 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, recording equipment, the internet, a library and information technologies is required.

# Additional information

None.

## Other possible contexts for this vocational pathway

An article or the contents of a lecture about the benefits of steel framing in new houses to a meeting of architects, engineers and builders.

# Assessment schedule: English 90053 – Building safely

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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 (e.g. ladder-related accidents) 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, for example, the safety requirements when using ladders.  One paragraph could be about the nature and causes of ladder-related accidents in general (e.g. frequency and degree of accident type, financial/ emotional and/or physical costs).  Another paragraph might be about the necessity of ensuring a firm base for the ladder itself (e.g. maintaining three points of contact, citing statistics about the frequency of this type of accident as supporting evidence).  Another paragraph could be about how the ladder user can help avoid accidents (e.g. visual checks, using both hands when climbing, removing mud, grease etc. from footwear before climbing).  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 (e.g. ladder-related accidents) 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 nature and causes of ladder-related accidents.  The learner convincingly develops and builds on ideas in each paragraph to create a convincing article about ladder accidents. For example, in one paragraph the learner provides specific details and evidence for the safety requirements for ensuring that A-frame ladders have stays secured to ensure the correct angle and rigidity when in use.  Another paragraph might provide convincing reasons for using appropriate scaffolding rather than ladder rungs for supporting planks.  There should be at least one more paragraph, along with 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 (e.g. ladder-related accidents) 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 safety requirements for users of ladders.  The learner effectively develops and builds on ideas in each paragraph to create a well-organised and compelling article about ladder accidents. For example, in one paragraph the learner recommends extending the safety requirements for ladder users. The suggestion is well supported with details about the significant differences, requirements, uses and safety considerations between home handymen and industrial users of ladders.  Another paragraph might provide perceptive ideas about the dangers of overhead obstructions and the consequent dangers of vertical ladders.  There should be at least one more paragraph, along with 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.