**NZQA**

**Approved**

Achievement standard: 90855 Version 2

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: The power of choice

Resource reference: English VP-1.7 v2

Vocational pathway: Construction and Infrastructure

|  |  |
| --- | --- |
| 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-02-2015-90855-02-7232 |
| 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

Achievement standard: 90855

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: The power of choice

Resource reference: English VP-1.7 v2

Vocational pathway: Construction and Infrastructure

Learner instructions

# Introduction

This assessment activity requires you to create a visual text that develops and structures ideas that will motivate rural landowners to install a wind turbine renewable energy system. 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 the benefits of wind turbine energy. Your controlled use of language features will be appropriate to rural landowners, convey the importance of considering wind turbines as a renewable energy system, 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 Wind Farm Incorporated. It is a construction company that specialises in wind turbines. Wind Farm Incorporated wants to build their business by encouraging people to conserve energy and install renewable power into their homes. You are to create a visual text (poster) to motivate rural farmers and lifestyle block owners to install a wind turbine renewable energy system. The poster will be published on websites, in newspapers and magazines, and displayed in Eco-Expos around the country.

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 rural farmers and lifestyle block owners
* develop and structure ideas about the advantages of installing a wind turbine renewable energy system
* 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 items that explain the advantages of using an alternative power system such as wind turbines.

Brainstorm ideas about the advantages of wind turbine renewable energy systems. For example, rural landowners could be influenced by benefits such as changes to future power costs and property values.

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 and motivate rural property owners to install a wind turbine. 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

## 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/)

## Wind turbines and energy saving

[www.smartenergyltd.co.nz/on-site-power-generation](http://www.smartenergyltd.co.nz/on-site-power-generation)

[www.smartenergyltd.co.nz/on-site-power-generation/independent-generation/sps-components/wind-turbines](http://www.smartenergyltd.co.nz/on-site-power-generation/independent-generation/sps-components/wind-turbines)

[windenergy.org.nz/](http://windenergy.org.nz/)

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

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

[www.technologystudent.com/energy1/wind8.htm](http://www.technologystudent.com/energy1/wind8.htm)

[www.clean-energy-ideas.com/articles/advantages\_and\_disadvantages\_of\_wind\_energy.html](http://www.clean-energy-ideas.com/articles/advantages_and_disadvantages_of_wind_energy.html)

Vocational Pathway Assessment Resource

Achievement standard: 90855

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: The power of choice

Resource reference: English VP-1.7 v2

Vocational pathway: Construction and Infrastructure

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) which develops ideas about the benefits of wind turbine renewable energy systems for rural landowners. They must use language features appropriate to this 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

Residential home owners installing a solar power system.

Influencing a community to accept a large scale wind farm on a neighbouring property.

Influencing land owners to replace above ground electricity with an underground system.

# Assessment schedule: English 90855 – The power of choice

|  |  |  |
| --- | --- | --- |
| 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 ideas about the benefits of wind turbines, 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:  The benefits of wind turbine energy are developed through a central image of three white wind turbines on a bright green field. The slogan ‘Something is in the air: a green future’ uses both white and green font colours to create a clean green image appropriate to rural landowners.  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 ideas about the benefits of wind turbines, 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:  The benefits of wind turbine energy are developed through a central image of a single wind turbine atop a hill. Each blade is a dollar sign. The slogan ‘Something is in the air: profits and savings’ circles around the turbine in a wind pattern. The border of dollar signs alternating with wind turbines is appropriate and controlled. Green, blue and white colours have been selected to provide a strong, convincing image.  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 ideas about the benefits of wind turbines 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 benefits of wind turbine energy are developed through a central image of a wind turbine that has arms instead of blades and is hugging a group of farmers. The turbine and farmers are in a green field with various breeds of livestock. The slogan ‘Something is in the air: a greener community’ appears at the top of the poster in a wave formation to indicate wind and create a sense of movement on the poster. This commanding image is enhanced by consistent use of a colour palette of green, white and blue.  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.