**NZQA**

**Approved**

Achievement standard: 91103 Version 4

**Standard title:** Create a crafted and controlled visual and verbal text

Level: 2

Credits: 3

Resource title: Sustainable farming

Resource reference: English VP-2.6 v4

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91103-02-8162 |
| 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 crafted and controlled short film which develops, sustains and structures ideas about an issue in a primary industry. You will use visual and verbal features to create effects which are appropriate to your colleagues in the industry.

You are going to be assessed on how effectively you develop, sustain and structure ideas about an issue in a primary industry, and how well you use appropriate visual and verbal features to achieve your purpose, and command the attention of your colleagues.

The following instructions provide you with a way to structure your work to demonstrate what you have learnt to allow you to 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 farm worker. You are aware of the sustainability issues facing the agricultural sector today and realise that they have long term consequences for both yourself and the industry. As part of your entry in a national farming competition, you will create a short film about a specific sustainability issue as and how it affects 21st century farming practices.

## Part 1: Developing your ideas

Identify a sustainability issue in the farming industry. Use Resource A to help you think about the issue.

Decide on a key message that you want to communicate to your colleagues (audience) about this issue.

Decide how you want to influence their attitudes and/or behaviours as a result of this message (purpose). For example, one learner decided to focus on the need for family farms to keep up with the times. Here is an example of this learner’s response:

Key message: Actions of the past shape the future for better or worse. Using sustainable practices in farms now will ensure the survival of family farms and prevent serious problems in the future.

Attitudes and actions: Farmers realise that the actions taken to meet the needs of the present will impact on the future, and this means their children’s children. The sector urgently needs to develop and implement sustainable practices before it is too late.

Consumer view: The farming sector meets the needs of consumers in a responsible and ethical way.

Plan how you will bring your key message to life in your short film by:

* Brainstorming everything you can think of that is associated with key words in your message/audience/purpose, for example family farms are part of a proud New Zealand tradition, actions of previous generations, for example hard work on the land, sensible management, use of technology have benefitted those who inherit the farm over the years, for example livelihood, lifestyle; we want this passed onto our children and their children; changing world, pressure on sector to increase productivity and profit, and meet demands of rapidly growing population, agricultural intensification (increased fertiliser/pesticide use), consequences, pollution of waterways, soil degradation, climate changes, greenhouse gases, droughts, limited arable land, shortages of key resources (food, water), hunger and conflict, looking after our children’s world now.
* Identifying, selecting, and organising key ideas from the brainstorm that are connected to the key message, for example understanding and appreciating the actions of previous generations; what we hope for our children’s children; how our actions of today might be remembered by future generations; why it’s not too late to make a difference.
* Creating a plot overview based on these key ideas, for example a middle aged farmer hopes that future generations will share his family’s long love of the land and farming.
* Creating a detailed narrative (storyline) that builds on these key ideas with details and examples. See Resource B for how this learner developed the plan.
* Completing a design plan for the narrative which could include notes about setting, locations, character, actors, set design, costumes, props, moods, music.

## Part 2: Selecting visual and verbal techniques to action your design plan

Select both visual and verbal techniques that are appropriate for your text type. Make sure you focus on visual features to communicate the key messages and ideas of text. Think carefully about how to use these techniques so they create specific meanings or effects and audience interest. See Resource C for examples and guidance.

## Part 3: Producing a draft

When you have produced your draft, evaluate its effectiveness. It might be useful to have someone else do this evaluation.

Here are some questions that may help in this process:

* What works well and why? What needs improvement and why?
* Is the central idea and purpose clear?
* Are the ideas in film sequences clear, well-organised and well thought out, detailed, and connected to the key message?
* Do all the visual, verbal and sound features in the text create specific meanings and effects which are linked to the key message, purpose, and audience?
* Do these features create audience interest or engagement?

You might need to continue to work on aspects of your draft as a result of your evaluation or feedback from others.

## Part 4: Producing and submitting your work for assessment

The text you submit for assessment needs to be crafted and controlled. Apply your techniques with precision and care.

# Resources

## Resource A – Thinking about your chosen issue

* What is the current situation? What did people do in the past? What damage has been done to the environment?
* How are the issues surrounding this practice viewed by the public (for example news stories in the local or national papers or on TV, interviews with people in the industry and how the general public feels about the industry, internet blogs and websites).
* What is your sustainable farming practice?
* Why do we need to adopt this practice? What are the benefits? Who is for it?
* What could happen in the future if we don’t adopt this practice (for example pollution of air, water and soil from intensive farming, soil erosion and desertification, increase in the effects of global warming due to deforestation and methane emission).
* What are the barriers to this practice? Who is against it and why (for example cost, practicality). What are your counter-arguments to their objections?

Sources of information could include reports, promotional materials, interviews with scientists, farmers and other people associated in the sector, books, magazines and internet sites.

The following websites may be helpful:

<http://www.agito.ac.nz>

<http://www.fitec.org.nz>

<http://www.hortito.org.nz>

<http://www.hortnz.co.nz>

<http://www.mpi.govt.nz/environment-natural-resources>

<http://en.wikipedia.org/wiki/Sustainable_agriculture>

<http://www.sarep.ucdavis.edu/sarep/about/def>

<http://www.agrecovery.co.nz>

## Resource B – Creating a detailed narrative (storyline) and a design plan

The narrative builds on key ideas with details and examples. The key ideas must be connected by the key message. Here is one learner’s plan.

Understanding and appreciating the actions of previous generations:

Rugged man in his fifties looks thoughtfully into the camera. Sound of grandfather clock in the background throughout the scene. Voiceover: “Guess you could say farming’s a bit of a family tradition round here. Always has been”. The next shot shows the man in swandri, stubbies and work socks standing in the hallway of an old villa looking at an old photo of pioneer farmers. The camera then pans along the photos lining the hall up to the front door. The photos show the family over the generations and progress and improvements on the farm and house. The camera lingers on the last photo of the man and his own son. There is a cheerful shout from the garden: “Ya home dad?”

What we hope for our children’s children:

We then see out the front door to a view of a beautiful farm and a man in his twenties in jeans and a swandri and his pregnant wife getting out of their ute, farm dogs on the deck. There is a shot of the older man smiling and saying to the camera: “Hopefully there always will be”. Sound of camera clicking as we see a montage of photos of next generation enjoying life on the farm, for example toddler feeding pet calf, Calf Day, etc.

How our actions of today might be remembered by future generations:

The clicking of the camera turns into the ticking of clock with a montage of the future: headlines about the need to grow markets for greater profitability, population explosion, increased productivity, images of farming intensification, shocking images that show the environmental consequences of the primary industries’ attempt to increase their production, for example pollution, desertification. Cut to politicians and leaders of primary industry attending a global conference held in a luxury hotel in 2070 to address the crisis. Outside we see the harsh environment and social conditions of the future world where ordinary people struggle to survive.

Why it’s not too late to make a difference:

Sound of the grandfather clock again. We see the original farmer looking directly into the camera saying: “It’s not too late to make a difference, mate. Not if we start right now”. This is followed by a montage of images showing the development and implementation of sustainable farming practices. Final screen text: “Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not. Dr Seuss”. The sound of ticking begins again.

The design plan should be based on your narrative. Make sure that all elements and details are clearly connected to your key idea and purpose. Your plan could include reference to the following text elements:

* Setting, for example 1840s-2070; family villa and farm, farms/natural environment around the world, conference room, city street
* locations/sources selected, for example farm, YouTube clips
* characters, for example the farmer, son and pregnant daughter
* actors
* set design, costume, props: to show passing of time/mood, for example family photo gallery, futuristic conference
* mood
* sound linked to mood above, for example grandfather’s clock (sense of tradition, calm), camera shutter, ticking time bomb effect (urgency, dangers).

## Resource C – Using visual and verbal techniques

The following website might be useful for story building: <http://usitility.com/download-celtx>

Helpful software:

GIMP – GNU image manipulation program, open source

Inkscape – open source graphics application

Windows Movie Maker and Imovie – free with registered copy of Windows or MacOS

Linux Multi Media Studio (LMMS) – open source synthesiser for making electronic music

Audacity – open source application for editing sound effects

Jamendo – royalty free music

Incompetech – royalty free music that is searchable by mood

Dafont – downloadable fonts.

Visual techniques could include:

* imagery, such as stock images, image manipulation using software to modify or create your visual elements
* camera shots and angles (for example close up/medium/long shots, wide angle, low/high angle shots, zoom, pan)
* colour
* symbol
* costumes
* editing, layout, positioning and sequencing.

Verbal techniques could include:

* humour
* music
* sound effects
* rhyming
* dialogue and/or voiceover
* lyrics.

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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 create a crafted and controlled short film that develops, sustains, and structures ideas effectively about sustainability in primary industries. Visual and verbal features used in the short film must command the attention of its audience.

# Conditions

The text created by the learner is expected to be standalone in nature rather than a component within an oral presentation or an illustration of a written text type. This means that learners must develop, sustain, and structure their ideas in a text that focuses primarily on a visual mode.

# The learner may create a visual and verbal text using digital presentation, graphic story, sequence of images or other appropriate text types.

# Resource requirements

Learners should have access to the necessary materials and equipment needed to create their texts, such as access to computer and internet, recording equipment and software, library, and course materials.

# Additional information

None.

# Assessment schedule: English 91103 – Sustainable farming

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner creates a crafted and controlled short film about an important issue related to a primary industry, which develops, sustains, and structures ideas, and uses features appropriate to purpose and audience to create effects  The short film:   * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted, or taken from other texts or sources * is standalone and not a component within an oral presentation * builds on ideas by adding comments, explanations, details, or examples * makes connections between ideas throughout * deliberately uses features that create meaning and effect and are appropriate to the selected audience and purpose   For example:  The learner creates a crafted and controlled short film showing the need for family farms to keep up with the times. The learner demonstrates an understanding and appreciation of the actions of previous generations (e.g. rugged man in his fifties); what we hope for our children’s children (e.g. son and pregnant wife); how our actions of today might be remembered by future generations (e.g. ticking time bomb); why it’s not too late to make a difference (e.g. montage of images showing development and implementation of sustainable farming practices).  The learner deliberately uses features to create meanings and effects which are appropriate for the audience and purpose.  Specific evidence could include a high angle shot of politicians and leaders from the primary industry of all races and nationalities attending a conference dinner in a luxury hotel. They are beautifully dressed. Most look cheerful as they eat and talk at their tables. Outside the windows people queue for food.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner creates a crafted and controlled short film about an important issue related to a primary industry, which convincingly develops, sustains, and structures ideas, and uses features appropriate to purpose and audience, to create convincing effects  The short film:   * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted, or taken from other texts or sources * is standalone and not a component within an oral presentation * builds on ideas by adding comments, explanations, details, or examples * makes connections between ideas throughout * deliberately uses features that create meaning, effect, and interest, are appropriate to the selected audience and purpose, and sustain interest * creates an overall effect of the ideas and structure that is reasoned, clear, and relevant to the purpose of the text   For example:  The learner creates a convincingly crafted and controlled short film showing the need for family farms to keep up with the times. The learner demonstrates an understanding and appreciation of the actions of previous generations (e.g. rugged man in his fifties, family photos); what we hope for our children’s children (e.g. son and pregnant wife, photos of next generation enjoying life on farm); how our actions of today might be remembered by future generations (e.g. ticking time bomb; shocking images of farming intensification, pollution); why it’s not too late to make a difference (e.g. montage of images showing development and implementation of sustainable farming practices, farmer saying “start now” Dr Seuss quote).  The learner deliberately uses features to create convincing meanings, effects, and interest. The overall effect of the ideas and structure of the film is relevant to the purpose, reasoned, clear, and sustains audience interest.  Specific evidence could include a high angle shot of politicians and leaders from the primary industry of all races and nationalities attending a conference dinner in a luxury hotel. They are beautifully dressed. Most look cheerful as they eat and talk at their tables. The camera slowly pans across the room to the view outside. It is a scorching hot day, dead trees, derelict buildings, police guarding water trucks, people queuing for food.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner creates a crafted and controlled short film about an important issue related to a primary industry, which effectively develops, sustains, and structures ideas, and uses features that are appropriate to purpose and audience, to command attention  The short film:   * includes visual and verbal components * includes information, opinions, recounted experiences or events, observations, arguments, interpretations, narrative, thoughts, or feelings * is original in construction * is systematically reworked and reshaped * includes components that are either original, adapted or taken from other texts or sources * is standalone and not a component within an oral presentation * builds on ideas by adding comments, explanations, details, or examples * makes connections between ideas throughout * deliberately uses features in a sustained, inventive, and skilled manner that creates meaning and effect, is appropriate to the selected audience and purpose, and sustains audience engagement * creates an overall effect of the ideas and structure that is generally compelling or persuasive   For example:  The learner creates an effectively crafted and controlled short film showing the need for family farms to keep up with the times. The learner demonstrates understanding and appreciation of the actions of previous generations (e.g. rugged man in his fifties, family photos, grandfather clock); what we hope for our children’s children (e.g. son and pregnant wife, photos of next generation enjoying life on farm); how our actions of today might be remembered by future generations (e.g. ticking time bomb, shocking images of farming intensification, pollution, montage of headlines); why it’s not too late to make a difference (e.g. montage of images showing development and implementation of sustainable farming practices, farmer saying “start now”, Dr Seuss quote).  The learner deliberately uses features in a sustained, inventive, and skilled manner to create meanings and effects and interest. The overall effect of the ideas and structure of the film is generally compelling or persuasive, commanding the attention of the audience.  Specific evidence could include a high angle shot of beautifully dressed politicians and leaders from the primary industry of all races and nationalities attending a conference dinner in a luxury hotel. Most look cheerful as they eat and talk at their tables. The camera slowly pans across the room to the window. Waiters bring trays of beautiful food to already full tables. The luxurious hotel décor includes an artificial waterfall and potted rainforest trees. There is a wide angle shot of the view outside. It is scorching hot day, dead trees, derelict buildings, police guarding water trucks, people queuing for food. The camera pans down a line of desperate people queuing for food. A pregnant woman looks accusingly into the camera. Fighting and looting break out behind her. Riot police quickly move in.  *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.