**NZQA**

**Approved**

Achievement standard: 90852 Version 2

Standard title: Explain significant connection(s) across texts, using supporting evidence

Level: 1

Credits: 4

Resource title: The bigger picture

Resource reference: English VP-1.8 v2

Vocational pathway: Social and Community Services

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90852-02-7221 |
| 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: 90852

Standard title: Explain significant connection(s) across texts, using supporting evidence

Level: 1

Credits: 4

Resource title: The bigger picture

Resource reference: English VP-1.8 v2

Vocational pathway: Social and Community Services

Learner instructions

# Introduction

This assessment activity requires you to explain significant connection(s) across at least four texts related to social and community services. Your explanation will be supported by evidence from the texts.

You are going to be assessed on how perceptively you explain the significant connection(s) across at least four texts, supported by evidence from each one.

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 Youth Worker who has been asked to prepare an oral presentation for a session with social work trainees. Your workshop is part of a programme which is looking primarily at problems and challenges faced by older youths.

This task comprises three stages. First you need to choose a theme and texts that are relevant to an aspect of the social and community services; secondly record and explain significant connections across the texts; and thirdly, make a presentation about your findings.

## Choose a theme and texts

Choose a theme that is relevant to social and community services from books that you have read, films you have seen, favourite songs, television programmes etc.

For example, you may consider ideas such as ‘challenges faced by people with disabilities’, ‘friendship’, ‘social justice’, or ‘work choices’. One learner decided to look at the kinds of social and family situations that affect and impact upon the lives of many young people.

Choose at least four texts. You must have read, viewed, or listened to at least one text independently. Your assessor/educator will guide you in your choice of an independent text.

## Keep a record of the texts

Draw up a record sheet and record some of the ways in which the texts you read, view, or listen to, are connected to your chosen theme. See Resource A for examples of the kinds of statements you could make. You need to make your own connections, so do not repeat material that is in either Resource A or Resource B.

## Present your findings

Identify a significant connection (or connections) across your selected four (or more) texts and plan and develop a presentation that explains the connection(s).

Consider the following starters. They may help you to explain the connection:

* A similar situation happens in …
* Another character who …
* This situation is similar to …
* There is a difference between …
* Another text which …
* There is a clear connection between …
* These texts reveal the significance of …

## Make your presentation

Begin your presentation to the social work trainees by stating the texts that you have used and identify the connection(s) between them. The connection comes out of your theme.

Explain how each text is connected to the theme you chose. Refer to specific, relevant detail from each text that illustrates the connection.

Make clear points that develop understandings about the connection(s) across the texts. These need to show some insight or originality in thought or interpretation. See Resource B for an example.

# Resources

## Resource A

Here is an example of some of the notes that a learner has made after reading or viewing or listening to texts over the year.

### My theme: Making tough choices

First text (novel)

* Text title: *Salvage the Bones*
* Author: Jesmyn Ward
* Example(s) of this theme: Esch’s brother Randall’s only chance of a basketball scholarship (which is his way to get out of poverty through education) is by impressing the selectors at the game. But when a fight breaks out with his family and some others at the game he has to choose whether to help them or continue playing.
* What this shows about the theme: As a young adult there are decisions you must make that will really affect your future. What’s more important: protecting your family or securing a scholarship? His decision to protect Esch (and his unborn niece) means that he’s considered a troublemaker by the selectors and won’t get a scholarship.

Second text (film)

* Text title: *The Pursuit of Happyness*
* Director: Gabriele Muccino
* Example(s) of theme: Chris Gardner chooses to take the unpaid internship even though he’s not guaranteed a job at the end. But he has to support his five year old son, and they end up staying the night in the subway bathrooms, then in a homeless shelter.
* What this shows about the theme: Chris will risk just about everything to get himself a chance of a high paid stockbroking job. He knows how hard his choice is going to be but he believes he can get what he’s aiming for. He thinks it’s worth it – 6 months of misery for him and his son is worth the rewards of a good job at the end.

## Resource B

Here is part of an example of how a learner made clear points that developed perceptive understandings about the connection: ‘choices about work’. They are developed from the examples and explanations in Resource A. Do not repeat this material in your explanation.

‘These texts taught me that choices people make in their younger years can have a huge impact on their future working lives. Sometimes choices, like Randall’s, close the door on opportunities for education that lead to a job. These kinds of choices, individual success versus the safety of family, aren’t really choices at all. It’s a snap decision he has to make and he makes what most people would consider to be the right one. The difference between Randall’s choice and Chris Gardner’s is that Chris has time to weigh up the risks and possible consequences. Unlike Randall, Chris has far more control about decisions around following his job dreams. Self-belief and persistence, and knowing that you can do without things for a short period of time, is sometimes what is needed to get where you want to go in your career choice’.

Vocational Pathway Assessment Resource

Achievement standard: 90852

Standard title: Explain significant connection(s) across texts, using supporting evidence

Level: 1

Credits: 4

Resource title: The bigger picture

Resource reference: English VP-1.8 v2

Vocational pathway: Social and Community Services

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 choose a significant connection (or connections) across at least four texts related to social and community services, and perceptively explain that connection and support it with evidence from all four texts. At least one text must have been selected by the learner.

# Conditions

This is an individual activity. Learners should have the opportunity to receive feedback, edit, revise and polish their work before assessment. The authenticity of learner’s work needs to be assured.

# Resource requirements

Texts used for study throughout the year. Texts should be appropriate to level 6 of *The New Zealand Curriculum*, or have characteristics that enable the learner to meet the expected level of discussion.

# Additional information

None.

# Assessment schedule: English 90852 – The bigger picture

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner explains significant connection(s) across texts, using supporting evidence by:* identifying and expressing ideas about one or more significant connection across at least four texts
* supporting explanations with at least one specific and relevant detail from each text
* making connections, including links, commonalities, and/or relationships between:
	+ knowledge, experience, and ideas
	+ purposes and audiences
	+ language features
	+ structures.

For example, the learner explains:The Pursuit of Happyness *is also about choices about work for the same reason. Chris’s choice to take the unpaid internship is tough. At one stage he and his five year old son end up staying the night in the subway bathrooms, then in a homeless shelter. He knows how hard his choice is going to be but the job will be worth it. His choice is really his only hope of a better future for them.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner convincingly explains significant connection(s) across texts, using supporting evidence by:* identifying and expressing ideas about one or more significant connection across at least four texts
* supporting explanations with at least one specific and relevant detail from each text
* making clear points that develop understandings about the connection being addressed. Some unevenness in the response may be acceptable. This could mean that the learner:
	+ attempts some reasoned and relevant explanations of the effect of the connection
	+ shows some understanding of relevant text features or aspects, which develop a connection
	+ attempts to draw findings together or make thoughtful comments.

For example,the learner convincingly explains:The Pursuit of Happyness *is also about choices about work for the same reason. Chris’s choice to take the unpaid internship is tough. At one stage he and* *his five year old son end up staying the night in the subway bathrooms, then in a homeless shelter. He knows how hard his choice is going to be but he believes he can get what he’s aiming for. He thinks it’s worth it; 6 months of misery for him and his son is worth the rewards of a good job at the end. Although it’s an extreme choice, it shows what some people have to do to get the job they want.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner perceptively explains significant connection(s) across texts, using supporting evidence by:* identifying and expressing ideas about one or more significant connection across at least four texts
* supporting explanations with at least one specific and relevant detail from each text
* making clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable. This could mean that the learner:
	+ presents a relevant and insightful study of the effect of the connection
	+ shows an insightful understanding of text features or aspects which develop a connection
	+ effectively draws findings together to make new understandings.

For example*,* the learner perceptively explains:The Pursuit of Happyness *is also about choices about work for the same reason. Chris’s choice to take the unpaid internship is tough. At one stage he and his five year old son end up staying the night in the subway bathrooms, then in a homeless shelter. He knows how hard his choice is going to be but he believes he can get what he’s aiming for. He thinks it’s worth it; 6 months of misery for him and his son is worth the rewards of a good job at the end. Although it’s an extreme choice, it shows what some people have to do to get the job they want. The difference between Randall’s choice and Chris Gardner’s is that Chris has time to weigh up the risks and possible consequences. Unlike Randall, Chris has far more control about decisions around following his job dreams. Self-belief and persistence, and knowing that you can do without things for a short period of time, is sometimes what is needed to get where you want to go in your career choice.* *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.