**NZQA**

**Approved**

Achievement standard: 91103 Version 4

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

Level: 2

Credits: 3

Resource title: Ethical choices

Resource reference: English VP-2.6 v4

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91103-02-8163 |
| 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 the hairstyling industry. You will use visual and verbal features to create effects which are appropriate to your colleagues in the industry, potential clients and consumers.

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

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 to create and produce a persuasive short film for a hair expo about an important issue in the hairstyling industry to promote your salon as a responsible and ethical business. The purpose of this short film is to raise awareness about your chosen issue to influence the attitudes and/or actions of your colleagues, clients, and members of the general public.

## Part 1: Developing your ideas

Identify an important issue in the hairstyling industry. You could think about issues to do with products, safety or hygiene, customer needs or wants, for example. Use Resource A to help you think about the issue.

Decide on a key message that you want to communicate to your colleagues, clients and community (audience) about the 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 use of unethically sourced hair extensions. Here is an example of this learner’s response:

Key message: The use of unethically sourced hair extensions to create a dream look is wrong because it exploits vulnerable women and children.

Attitudes and actions: The stylist/client realises that it’s wrong/unfair that someone else is exploited so that a client’s dream of instantly long hair comes true. They make the choice to only use ethically-sourced hair extensions in the future.

Consumer view: This salon can meet the needs of clients 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 long hair: who wants it and why, glamorous, feminine, romantic, every little girl’s dream, dolls, Barbie, Little Mermaid, princesses, Pocahontas, frustrating because it takes a long time to grow, ‘bad hair days’, magical transformation with hair extensions, fairy godmother, prom, fashion shoots.
* Identifying, selecting, and organising key ideas from the brainstorm that are connected to the key message, for example dreaming of having long hair; problems trying to grow long hair; despairing of growing long hair; having their dream come true with hair extensions; the reality behind the dream; achieving the dream ethically.
* Creating a plot overview based on these key ideas, for example a bridesmaid dreams of having long hair to wear at her sister’s wedding, but it takes too long to achieve so she gives up and gets a stylist to put in hair extensions; truth about the source of some hair extensions.
* Creating a detailed narrative (storyline) that builds on these key ideas with details and examples.
* Completing a design plan for the narrative which could include notes about setting, locations, characters, actors, set design, costumes, props, mood, music.

Resource B shows how the learner above developed their plan.

## Part 2: Selecting visual and verbal techniques

Select both visual and verbal techniques that are appropriate for your text type. Make sure that you focus on visual features to communicate the key messages and ideas of the 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 the 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

Consider current practices in the hairstyling industry:

* Why is this an issue? What is the current situation?
* What did people do in the past? What damage has been done as a result of the choices made?
* 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.)
* Why do we need to think about changing hairdressing industry practice? What are the benefits? Who is for it?
* What could happen in the future if we do not adopt this practice? (For example, exploitation of the vulnerable.)
* What are the barriers to changing 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, books, magazines, interviews with people in the industry or associated with your selected issue, and internet sites.

The following websites may be helpful:

<http://www.guardian.co.uk/lifeandstyle/2012/oct/28/hair-extension-global-trade-secrets>

<http://www.guardian.co.uk/lifeandstyle/2009/mar/19/hair-extensions-ethical-practical>

<http://suite101.com/article/the-dangers-of-hair-extensions-a257769>

<http://www.peta.org/living/beauty-and-personal-care/companies/default.aspx>

<http://www.epa.gov/region9/healthy-hair/health.html>

<http://www.greenlivingtips.com/articles/hair-products-and-the-environment.html>

<http://www.epa.gov/region9/healthy-hair/health.html>

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

## 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 to the key message.

Here is one learner’s plan:

Dreaming the dream: A newspaper wedding supplement opens up which has the words: “Fairy tale bridesmaids for your fairy tale wedding” with pictures of bridesmaids with long glossy hair gathered around the bride. There is a cut to the four bridesmaids looking at pictures of dresses - three of them with long hair just like in the picture. The fourth girl looks despondently at the other three. There is a calendar on the wall showing one year to go to the wedding.

Struggling to achieve the dream: a montage of photos over the months as the girl attempts to grow her hair, for example straightening it, ordering products online, looking at websites ‘miracle hair growth’, ‘ultimate guide to growing long hair’. This is followed by a depressed teenage girl staring in the mirror.

Achieving the dream: Suddenly one of the bridesmaids appears stating that she is her fairy godmother. She hands her a “Luscious Lengths Hair Extensions” brochure. We then see a hairstylist weaving “Luscious Locks” hair extensions” on the girl’s hair followed by a montage of the girl on the morning of the wedding, laughing with the other three bridesmaids as they admire her beautiful hair.

Learning about the truth behind the dream: The film returns to the original newspaper “Fairy tale bridesmaids for your fairy tale wedding”. The pages turn over one by one to the World section, and zoom in to photos of girls in third world countries having their hair cut off, as a few pence are put into their hands. The voiceover and screen text then present the audience with information and images about unethical sourcing of hair extensions. The film finishes with a voiceover saying “Suzie’s Salon chooses to use ethically sourced hair extensions to create your dream look.”

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 1990s to 2010+, bedroom/salon
* locations selected: learner’s bedroom, local church
* characters, for example teenage bridesmaids
* actors
* set design, costume, props: to show passing of time/mood, for example newspaper, wedding pictures, model pictures with long hair, wedding dresses
* mood: dreamy, frustrated, despairing, happiness, shock and sadness
* music linked to mood above, for example comical music for montage of bad hair days, Disney style music for bridesmaid fairy godmother.

## Resource C – Using visual and verbal techniques

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

Software that may be helpful:

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 controlled and crafted short film that develops, sustains and structures ideas effectively about an issue related to the hairstyling industry. Visual and verbal features used in the short film must command the attention of its audience, colleagues in the hairstyling industry and potential clients and consumers.

# 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 course materials and, where appropriate, local industry operations.

# Additional information

None.

# Assessment schedule: English 91103 – Ethical issues

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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 the hairstyling 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 to encourage the use of ethically sourced hair extensions. The learner demonstrates an understanding of the dream of beautiful long hair (e.g. wedding supplement headed “Fairy tale bridesmaids for your fairy tale wedding” with pictures of bridesmaids with long glossy hair gathered around the bride); achieving the dream of long hair: (e.g. one of the bridesmaids appears as fairy godmother with “Luscious Lengths Hair Extensions” brochure); realisation of exploitation of others etc.  The learner deliberately uses features to create meanings and effects which are appropriate for the audience and purpose. Specific evidence could include a medium high angle shot of a sad young girl looking up at camera, as an adult cuts her long hair.  *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 the hairstyling 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 to encourage the use of ethically sourced hair extensions. The learner demonstrates understanding of the dream of beautiful long hair (e.g. wedding supplement headed “Fairy tale bridesmaids for your fairy tale wedding” with pictures of bridesmaids with long glossy hair gathered around the bride, there is a cut to the four bridesmaids); achieving the dream of long hair (e.g. one of the bridesmaids appears as fairy godmother with “Luscious Lengths Hair Extensions” brochure, cut to hairstylist weaving “Luscious Locks” hair extensions), realisation of exploitation of others etc.  The learner deliberately uses features that create convincing meanings, effects, and interest. The overall effect of the ideas and structure of the film is relevant to purpose, reasoned, clear and sustains audience interest. Specific evidence could include a fairy tale opening on a beautifully decorated page from a newspaper wedding supplement showing a laughing bridesmaid with beautiful long hair with the following screen text in a romantic font: “Fairy tale bridesmaids for your fairy tale wedding” which then cuts to a medium high angle photo from another section of the newspaper of a sad young girl looking up at camera, as an older woman cuts her long hair.  *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 the hairstyling industry, which effectively develops, sustains, and structures ideas, and uses features 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 to encourage the use of ethically sourced hair extensions. The learner demonstrates an understanding of the dream of beautiful long hair (e.g. wedding supplement headed “Fairy tale bridesmaids for your fairy tale wedding” with pictures of bridesmaids with long glossy hair gathered around the bride, there is a cut to the three bridesmaids with long hair then a pan to the one with short hair); achieving the dream of long hair (e.g. one of the bridesmaids appears as fairy godmother waving a hair curling wand, with “Luscious Lengths Hair Extensions” brochure and laughing as she points to her own locks, a cut to a hairstylist weaving “Luscious Locks” hair extensions into the girl’s hair); realisation of exploitation of others etc.  The learner deliberately uses features in a sustained, inventive, and skilled manner to create meanings, effects and interest. The overall effect of the ideas and structure of the film is generally compelling or persuasive, commanding attention of the audience. Specific evidence could include a fairy tale opening on a beautifully decorated page with the following screen text in a romantic font: “Fairy tale bridesmaids for your fairy tale wedding” which then cuts to a medium high angle shot of a sad young girl looking up at camera, as an older, hard faced woman cuts her long hair. The voiceover says: “but she had to sell hers to support her family”. The screen text in the same romantic font fades in: “Some dreams are just more important than others.” This is followed by screen text and imagery describing the unethical sourcing of human hair. The voiceover closes the film with the words “Suzie’s Salon chooses to use ethically sourced hair extensions to create your dream look.”  *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.