**NZQA**

**Approved**

Achievement standard: 91103 Version 3

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

Level: 2

Credits: 3

Resource title: Building excellence

Resource reference: English VP-2.6 v3

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-02-2015-91103-2-8164 |
| 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 construction and infrastructure industry. You will use visual and verbal language features to create effects which are appropriate to your colleagues in the industry and potential clients.

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

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 work for a construction company and have come to realise that successful companies provide construction excellence on every project and ensure clients and other stakeholders enjoy working with them throughout the process. As part of your entry into the Apprentice of the Year competition, you will create a short film that promotes excellence in the industry, focusing on an issue of your choice.

## Part 1: Developing your ideas

Identify an important issue in the construction and infrastructure industry.

Use Resource A to help you think about the issue. Here are some examples of appropriate issues:

* sustainability
* health and safety
* training of workers
* treatment of employees/apprentices
* effective communication.

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 importance of training to be a Master Builder. Here is an example of this learner’s key message:

* Key message: Cowboy DIY builders have no place in a 21st century industry and they will bring it into disrepute. A Master Builder gives the client peace of mind that the builder has access to practical training, advice and up-to-date information about the Building Act and the Building Code.
* Attitudes and actions: stakeholders and clients realise that their interests are best protected if they employ someone who is a registered Master Builder.
* Community view: this is an ethical sector which meets its obligations to stakeholders and consumers in regards to quality and service.

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 cowboys: Wild West, living rough, bedrolls, tent shanty towns, tall silent type, damsels in distress, quick fixes, nothing fancy, dodgy deals, short cuts/shoddy work, take the money and run, incomplete work, no accountability, leaving home owners in the lurch.
* Identifying, selecting, and organising key ideas from the brainstorm that are connected to the key message, for example cowboy approach ruled the West; cowboy approach out of place in the modern world; cowboy building practices and solutions disastrous for homeowners, the importance of using a trained and registered Master Builder.
* Creating a plot overview based on these key ideas, for example a rough living cowboy offers handy help to pioneers in the olden day Wild West, but his approach is out of step with the modern world and creates chaos.
* 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, characters, actors, set design, costumes, props, mood, music.

## Part 2: Selecting visual and verbal techniques

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 key message 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 was done in the past and what is the current situation?
* Are there different points of view on the issue:
  + what are the pros and cons
  + who benefits, why is it beneficial or advantageous
  + who is against it and why
  + who is disadvantaged or who suffers
  + what are the key concerns for both viewpoints?
* Why is it important to raise awareness about the issue?
* Do changes need to be made? If so, what changes need to happen?
* Why should people support these changes?
* Why might some people resist changes?
* What do you want the audience to do once you have raised their awareness about the issue?
* What strategies could you use to bring about a change in attitude or behaviour or outcome?

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.dol.govt.nz/>

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

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

<http://www.branz.co.nz/cms_show_download>

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

<http://www.consumerbuild.org.nz/publish/>

<http://www.masterbuild.org.nz/about-us.aspx>

## 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.

Cowboy approach ruled the Wild West: The film opens with stock movie footage of cowboys driving cattle across the plains, classic cowboy music, close ups of a particularly good looking cowboy. At night we see him sling his duster coat across a branch as shelter, use his saddle as a pillow, put his hat over his face, a whip in his hands as he settles down for the night. Still snoring, he cracks his whip at a rattler slithering towards him. The next day he rides into a shanty town. City slickers are trying to help a damsel in distress put her tent up. They stand in a huddle reading the instructions. The damsel looks fed up. Using his whip the cowboy sorts the tent out. She looks at him adoringly as he rides off into the distance. Small boys run after him cheering. The song “The times they are a changin’” plays as he rides away and it transitions into the next scene.

Cowboy approach out of place in the modern world: Song continues. We see the same cowboy cantering along the motorway, cars swerving, abuse being shouted, cowboy just smiles and keeps riding, using lasso to change traffic lights etc.

Cowboy building practices and solutions disastrous for homeowners: The cowboy rides up to a building site. We see the same damsel in distress smile at him in admiration as she hands him the architect’s plans which he uses to light a campfire to boil up a billy. The damsel looks puzzled. She then hands him a nail gun. He practises quick draws from his carpenter’s holster until he accidentally fires the nail gun through the wall. We hear a yelp from outside. The damsel looks unimpressed. She then points out the ventilation clause in the Building Code. He smiles reassuringly at her then grabs his drill and makes several unsightly holes in the walls and floor. The damsel glares at him etc. The last we see of the cowboy is of him riding off into the sunset. His horse rears up and he waves the damsel’s cheque in the air instead of his hat. Screen text: “Everyone loves a cowboy. But you wouldn’t want one building your house.”

The importance of using a Master Builder: information is presented about the review of the Building Act, interview with victims of cowboy builders, montages of apprentices receiving training on and off the building site, testimonials from satisfied customers etc.

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 1880s, 2013, campsite, building site
* locations selected/resources used: stock film footage from You Tube, the bush, paddock for tents
* characters, for example the cowboy, damsel in distress, city slickers
* set design, costume, props: to show passing of time/mood, for example cowboy hat, duster coat, whip
* mood: macho, romance of bygone era, comic
* music linked to mood and ideas, for example “The times they are a changin’”.

## Resource C – Using visual and verbal techniques

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

Useful 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 an issue related to construction and infrastructure industries. Visual and verbal language 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 or 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.

Learners should have access to a variety of texts to demonstrate the different forms available for this assessment, for example graphic novels, newspapers, film, or digital essays such as that found at <http://www.classroom20.com/video/649749:Video:3589>.

# Additional information

None.

# Assessment schedule: English 91103 – Building excellence

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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 construction and infrastructure, which develops, sustains, and structures ideas, and uses language 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 language 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 importance in the 21st century of being trained as a Master Builder. The learner demonstrates an understanding of the importance of changing times by starting the film in the days when the cowboy ruled the West (e.g. cowboy driving cattle across the plains). The idea that the cowboy approach is out of place in the modern world is built on during the film (e.g. cowboy cantering along the motorway). The link to cowboy building practices and solutions being equally disastrous is shown through images such as the damsel handing the cowboy the architect’s plans which he uses to light a campfire to boil up a billy. End shot of apprentice builder receiving diploma.  The learner deliberately uses language features to create meanings and effects which are appropriate for the audience and purpose. Specific evidence could include a high angle shot of the cowboy lying on his bed roll, hat over his face.  *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 construction and infrastructure, which convincingly develops, sustains, and structures ideas , and uses language 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 language 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 importance in the 21st century of being trained as a Master Builder. The learner demonstrates an understanding of the importance of the changing times by starting the film in the days when the cowboy ruled the West (e.g. cowboy driving cattle across the plains, using his saddle as a pillow). The idea that the cowboy approach is out of place in the modern world is built on during the film (e.g. cowboy cantering along the motorway, cars swerving). The link to cowboy building practices and solutions being equally disastrous is shown through images such as the damsel handing the cowboy the architect’s plans which he uses to light a campfire to boil up a billy, screen text; “Everyone loves a cowboy. But you wouldn’t want one building your house”. Cut to montages of apprentices receiving training on and off the building site.  The learner deliberately uses language 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 low angle shot of a beautiful starlit sky then a reverse angle shot of the horse tied to the tree, the duster coat tent, the cowboy asleep on his bedroll, using a saddle as a pillow, hat over his face, whip in his hand.  *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 construction and infrastructure, which effectively develops, sustains, and structures ideas, and uses language features that are appropriate to purpose and audience, to command attention  This 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 language 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 importance in the 21st century of being trained as a Master Builder. The learner demonstrates an understanding of the importance of the changing times by starting the film in the days when the cowboy ruled the West (e.g. cowboy driving cattle across the plains, using his saddle as a pillow). The idea that the cowboy approach is out of place in the modern world is built on during the film (e.g. cowboy cantering along the motorway, cars swerving, abuse being shouted, cowboy smiling). The link to cowboy building practices and solutions being equally disastrous is shown through images such as the damsel handing the cowboy the architect’s plans which he uses to light a campfire to boil up a billy, screen text; “Everyone loves a cowboy. But you wouldn’t want one building your house”. Cut to montages of apprentices receiving training on and off the building site, testimonials from satisfied clients etc.  The learner deliberately uses language 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 low angle shot of a beautiful starlit sky then a reverse angle shot of the horse tied to the tree, the duster coat tent, the cowboy asleep on his bedroll, using a saddle as a pillow, hat over his face, whip in his hand. During this night sequence we hear the song, “Home on the range” played on a harmonica which fades into silence as we see the campfire flickering beside him. In the shadows we can just make out a rattler slithering towards him. We hear a quiet rattle …  *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.