**NZQA**

**Approved**

Achievement standard: 90855 Version 2

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: It only takes a moment

Resource reference: English VP-1.7 v3

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90855-02-7234 |
| 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 visual text that develops and structures ideas about including people with disabilities in social activities. 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 (poster) about including people with disabilities in activities and social situations. Your controlled use of language features will be appropriate for teenagers, convey the importance of being inclusive, 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

You are a youth worker for Child, Youth and Family Services. Part of your job is to influence teenagers to take a moment to include people with physical or intellectual disabilities in activities and social situations. You are to create a visual text (a poster) about this. It will be published on websites, in newspapers, and displayed in schools and medical centres 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 teenagers
* develop and structure ideas about taking a moment to include people with physical or intellectual disabilities in activities and social situations
* use visual and verbal 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 information to help you focus and develop your main idea, for example:

* ‘To have an ordinary life’ report pages 10-15 (see Resources section below for web link)
* articles and news items that may have prompted the Ministry of Health to actively promote this awareness campaign.

Brainstorm ideas about including people with disabilities. For example teenagers could consider social situations such as the playground and sports days, and activities such as at the beach, walking home, and classroom and extra-curricular events.

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 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 teenagers to include people with disabilities in activities and social situations. 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 the 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 upon 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/)

## ‘To have an ordinary life’ report

<http://nhc.health.govt.nz/publications/nhc-publications-pre-2011/have-ordinary-life-kia-whai-oranga-noa>

## Disabilities

<http://www.un.org/disabilities/default.asp?id=1540>

<http://artsaccess.org.nz/about-us>

<http://en.wikipedia.org/wiki/Inclusion_(disability_rights)>

<http://www.odi.govt.nz/resources/publications/nzds/index.html>

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

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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

In this activity learners create a visual text (a poster) that develops a message to teenagers about including people with disabilities in social activities. Learners must use language features appropriate to 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

Equal employment opportunities for persons with disabilities.

Access to the arts for persons with disabilities.

Raising awareness to support people with Alzheimer’s disease.

# Assessment schedule: English 90855 – It only takes a moment

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| 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 including people with disabilities in social activities, 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 concept of including people with a physical disability in a sports team is developed through the use of the slogan ‘Look at me, not my disability’ placed above a central image of a smiling young boy in a wheelchair ready to throw a basketball. Text is written in ‘child-like’ font appropriate to target audience. Background of a school gym includes four able-bodied young people in bright primary colours, smiling and ready to receive the ball from their friend. These bright, happy images develop the idea that including disabled people can be a positive experience.  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 including people with disabilities in social activities, 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 concept of including people with a physical disability in a social situation is developed through an image of a teenage party scene. The slogan ‘Look at me, not my disability’ appears in bold red ‘iPhone text’ font on the T-shirt of a centrally placed disabled boy. His facial expression is happy and he is holding a girl’s hand. Other couples appear behind the main couple. This builds on the idea that disabled people have the same feelings/desires as able-bodied people. The selection of a border of red hearts develops this idea in a controlled and connected manner.  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 including people with disabilities in social activities, 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 learner’s original colour photograph of a ‘mosh pit’ at the front of a rock concert includes three teenagers standing still in the middle of the photo, facing away from the stage and holding their hands over their eyes, ears and mouth. The contrast between the movement of the other teenagers and their stillness is a commanding image. The slogan in bold, black ‘chiller’ font ‘Look at me, not my disability’ is split between the top and bottom of the poster to contrast with the colour of the photograph/background. Font use effectively targets teenagers and demonstrates controlled layout and structure.  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.