**NZQA**

**Approved**

EXPIRED

Achievement standard: 90854 Version 2

Standard title: Form personal responses to independently read texts, supported by evidence

Level: 1

Credits: 4

Resource title: Building for tomorrow

Resource reference: English VP-1.10 v2

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-02-2015-90854-02-7227 |
| 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 form personal responses to six independently selected and read texts that relate to the construction and/or infrastructure industries. Your responses will be supported by evidence from the texts.

You are going to be assessed on how perceptive your responses are to your six texts which will be shown in the way you engage with your chosen texts and how you demonstrate insight in your responses.

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 need to select, read and form responses to six texts. At least four of the texts you choose must be written, two of which must be extended texts, such as novels or biographies. The remaining two texts can be visual, oral or written.

You should choose texts which make you think about an aspect/s of the construction and infrastructure industries, for example engineering, demolition, surveying, road building, architecture, landscaping, building failures.

While your assessor/educator may make some suggestions about texts you may wish to read, it is your responsibility to select and read each of the six texts yourself. You cannot use any texts that are part of your required course reading.

## Selecting texts

In your selection, consider texts that:

* explore issues, aspects or concerns associated with the construction and/or infrastructure industry
* made you think differently about a specific aspect of the construction and/or infrastructure industry
* gave you some insight or caused you to reflect upon an issue of concern in the construction and/or infrastructure industry.

Possible texts include:

* novels
* graphic novels
* biographies
* autobiographies
* films
* dramas
* short stories
* poetry
* short films
* song lyrics
* blogs
* magazine feature articles
* extended newspaper articles or features.

Check with your assessor/educator to ensure that your texts are suitable for curriculum level 6.

Your texts can all be about the same issue or about a range of issues. The only requirement is that each text is related to a construction and/or infrastructure industry issue in some way.

For example, one learner might read texts about a range of construction and infrastructure industries; another learner might focus on a particular area, such as waste water treatment; another on a specific aspect, such as environmental impact.

The following is an example ofhow one learner approached this activity.

This learner was interested in what it is like for tradespeople working on construction sites. The first text he read and responded to was the novel *The Site* by Andrew Dawber, about a structural engineer‘s first job on a construction site. This learner then read and responded to an article in *NZTECHO Journal* (issue 48, Autumn, 2011), about being a builder on film construction sets. The learner’s assessor/educator recommended that he watch the movie *The unmeasured loss: The Bevan Family Story as told by Owen Bevan*, which deals with the impact on the family of the father’s work place accident.

This learner now needs to read at least one more extended written text, and then one other written text, such as a feature article or short story. His sixth text can be written or visual.

## Preparing responses to your texts

Choose a format to present these responses in negotiation with your assessor/educator. For example:

* an oral presentation, such as an interview
* a feature article for a trades journal
* an essay
* a group discussion with the assessor/educator
* an online portfolio
* a combination of oral and written responses
* any other method of presentation agreed by you and your assessor/educator.

When preparing your responses to your six texts, you should use your own ideas, personal knowledge and/or experiences in your responses. You can also make links between your selected text/s and yourself and between your selected text/s and the wider world. You can also refer and respond to ideas, issues and events in the world (either past or present) that have been triggered by something you have read in the text/s. However, you must make sure that your ideas and responses link directly to your selected texts.

Here are some suggestions for your responses to your selected texts:

* Discuss how what you learnt about the construction and/or infrastructure industries, or an aspect of an industry, affected your thinking about working in this area.
* Discuss whether or not you think you would be suited to work in this area, based on what you learnt in your reading.
* Discuss what you learnt about people from the key characters in a short story or novel you read.
* Discuss the consequences of some of the actions in a text.
* Discuss your reaction to an idea or an event in a text.
* Discuss how a text either reflected or changed your personal view.

Make sure that you support your responses with relevant examples from the texts.

Evidence for the six responses required by this standard can be submitted throughout the year. As you complete each assessment submit it to your assessor/educator.

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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 assessment activity requires learners to form perceptive personal responses to six independently selected and read construction and infrastructure industries-related texts. The responses must be supported with textual evidence.

# Conditions

Texts should be appropriate for level 6 of *The New Zealand Curriculum*, with characteristics that enable learners to meet the expected level of response.

Learners can present each of their six responses in any appropriate written or oral form. The six responses can be a mix of written and oral forms.

The activity will take place over the duration of the course of study and responses should be submitted throughout the course.

# Resource requirements

A text list with a wide variety of texts connected to the construction and infrastructure industries may be provided.

# Additional information

Technical or stylistic accuracy of written responses is not being assessed, nor is the production quality of oral responses. However, the quality of the response should be such that the meaning conveyed by the response is clear, including demonstrating personal understandings of, engagement with, and/or viewpoints on the text.

# Assessment schedule: English 90854 – Building for tomorrow

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner forms personal responses to independently selected and read texts about aspects of the construction and infrastructure industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints on each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to reading an interview with some of the construction crew *(NZ Techo)* shows his appreciation of the more creative and adaptive aspects of the job.  … I had never actually thought about this kind of job. I liked the article because it was balanced as it showed the good side (the pay) and the bad (the long hours). But there were some interesting inside stories, that showed it was not all glamour, like when ‘twenty guys spent two months building a set on a mountain’ that was used for only five seconds of footage’. Although some sounded like it could really be a fun experience, there were some parts in the article that made you think a bit, like when he talked about ‘a set not just being about the construction - but it’s how it gets built, how long it takes, it’s the amount of effort, and it’s knowing short cuts that are still safe…’  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms convincing personal responses to independently selected and read texts about aspects of the construction and infrastructure industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints which are generally meaningful for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to reading a novel about a graduate structural engineer’s first construction job (*The Site*) is convincing and shows the learner’s awareness, supported by evidence from the text, that the consequences of a badly run project can be disastrous.  … although this is fiction and some of it is obviously too funny to be true (specific evidence provided) there are some underlying truths in the novel. Much as we would like to think differently, things do not always go smoothly, and there are characters with their own agendas (specific evidence provided) and like it or not, even the innocent can get caught up in other people’s messes. It is quite satisfying to read a book where the people at the bottom (specific evidence provided) are aware of what is going on, but senior management refuse to take notice. I imagine that some of us will experience things like that too.  The above expected learner responses are indicative only and relate to just part of what is required. | The learner forms perceptive personal responses to independently selected and read texts about aspects of the construction and infrastructure industries, supported by evidence by:   * submitting written and/or oral responses to at least six independently selected and read texts – including at least four written texts, two of which are extended texts; and at least two other texts, which may be written and/or oral and/or visual * providing evidence of personal response by demonstrating personal understandings of, engagement with, and/or viewpoints that show some insight in thought or reflection for each text * including reference to specific and relevant details as supporting evidence for each response   Personal responses may also include responding to links between text and self (e.g. personal contexts and prior knowledge) and/or text and world (e.g. connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).  For example:  The learner’s response to watching *The unmeasured loss: The Bevan Family Story* shows that he has thought widely about the issue by discussing how this workplace accident (the one discussed in the film) affected not only the victim, but the whole family and colleagues. The learner makes perceptive comments about the importance of workplace safety regulations which are designed to avoid tragedies. The learner used evidence from the text as support.  ….what is so gripping about this short film is the fact that it is just one man talking, but it is so powerful because it is real. Although the film talks about his father’s accident (specific evidence provided) the message is really about the impact of accidents on families. The author is not even so concerned about money or equipment, although that does come into it, or even just the victim, but it was the first time I had watched something that really focused on the family and the work mates etc. (specific evidence provided) of the victim as they are victims too, and that is why work place safety is so important. He made you think about the actual and the emotional pain of being the father …and the pain of being the son...(specific evidence provided) … it made me really think how stupid it was to think it ‘cool’ to not follow safety regulations or wear safety gear etc. It also made me think about the Pike River disaster, where it seems as if safety regulations were ignored (specific evidence provided) which backs up what Owen Bevan said…  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.