**NZQA**

**Approved**

EXPIRED

Achievement standard: 90053 Version 5

Standard title: Produce formal writing

Level: 1

Credits: 3

Resource title: The perfect meal

Resource reference: English VP-1.5 v2

Vocational pathway: Manufacturing and Technology

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90053-02-7217 |
| 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 develop and structure a formal written report for the management team of a local manufacturing company about using ethical, sustainable and/or local food produce in their packaged meals. You will use language features appropriate to the audience and the purpose.

You are going to be assessed on how effectively you develop and structure your ideas concerning the use of ethical, sustainable and/or local food produce in a piece of formal writing for a manufacturing company’s management team. You will use language features appropriate to the audience and purpose, with control, to 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 working for a local manufacturing company that creates and packages prepared meals. Customers have begun to ask about the types of food that the company uses - whether the food is a free trade product, the vegetables are organic etc. Your manager has asked you to prepare a report to help them in their decision about using some ethical, sustainable and/or locally produced foods in their packaged meals.

## Part 1: Prepare to write your report

Research one ethical, sustainable or local food product that could be used by the manufacturer. Explain why this food product would be of advantage to both the manufacturing company and the consumer.

You could select from the following, or research a product of your own choosing:

* organic produce – fruit, vegetables, meat
* free trade produce such as coffee, bananas, chocolate
* free range produce such as eggs, chicken, pork
* local seasonal produce.

Develop your report by ensuring that you can support your ideas with specific evidence and examples as much as possible. Collect factual information, specific examples, statistics, costing comparisons, opinions and/or observations that could be used to support your proposal.

Write a draft of your report and check it carefully. Check that:

* the way you write the report is appropriate for your intended audience – the manufacturing company’s management team
* your report contains appropriate vocabulary and syntax
* you avoid spelling, punctuation, and grammatical errors.

## Part 2: Write the final version of your report

Write the final version of your report. Check that:

* your report is formal in tone and has a well-organised structure
* your ideas are compelling
* your report includes evidence to support the manufacturer’s use of an ethical, more sustainable or local food product
* your report has an appropriate conclusion
* your report is at least 350 words in length.

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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 develop and structure ideas effectively to produce a formal written report to their management team about the use of ethical, sustainable and local foods. Learners must use language features appropriate to the audience and purpose, with control, to command attention.

# Conditions

Learners are required to construct their own formal writing, which means that they must develop and write their own content.

# Resource requirements

Access to computers, a library, and information technologies is required. The following websites may be useful:

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

<http://www.fairtrade.net/>

<http://www.tradeaid.org.nz/index.php/page/wfto>

<https://www.tradeaid.org.nz/>

<http://www.oxfam.org.nz/what-we-do/issues/fair-trade>

# Additional information

None.

# Assessment schedule: English 90053 – The perfect meal

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Learners present a formal report, of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:   * introducing the food product and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * building on an idea by adding details or examples, such as quotations, information, personal viewpoints, observations * linking and organising idea/s to other ideas and details, and working towards a coherent planned whole * using language features appropriate to audience, purpose and selected text type, such as vocabulary selection, syntax, stylistic features, and written text conventions (including spelling, punctuation, and grammar) * using written text conventions without intrusive error patterns, such as a pattern of errors in syntax (e.g. sentence fragments, where structures are not used intentionally, and ‘run on’ syntax) or a pattern of other significant errors (e.g. mixed tense sequences, missing or misused capital letters, spelling errors)   For example:  *The reason I am advocating that we use this product is because many of our current products are unethical in origin. Much of the cocoa we buy is produced using child slave labour. This is when children work harvesting the cocoa pods for no pay and cannot go to school while they are doing this. Because most cocoa is grown on small family farms of five hectares or less and farmers are paid minimal prices, they have to use the children to harvest the cocoa pods as they cannot afford to pay them. This is wrong.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal report, of at least 350 words, that develops and structures ideas convincingly, using language features appropriate to audience and purpose, with control, by:   * introducing the food product and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * structuring and building on the ideas so they are generally credible and connected * selecting and linking language features and presentation techniques, as appropriate to the intended audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors   For example:  *The reason I am advocating that we use this product is because many of our current products are unethical in origin. Much of the cocoa we buy is produced using child slave labour. This is when children work harvesting the cocoa pods for no pay and cannot go to school while they are doing this. Because most cocoa is grown on small family farms of five hectares or less and farmers are paid minimal prices, they have to use the children to harvest the cocoa pods as they cannot afford to pay them. On the other hand, fair trade producers are organised into small groups that govern democratically and always receive the market price. No forced labour of any kind, including child labour is used for harvesting the cocoa pods. While using chocolate labelled with the fair trade certification cannot fully guarantee to eliminate child labour, it is making a difference for many families by providing a fair price for their product. This is something we can do to help.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal report, of at least 350 words, that develops and structures ideas effectively, using language features appropriate to audience and purpose to command attention by:   * introducing the food product and the writer’s position, and developing relevant ideas such as facts, information, opinions, observations, arguments * structuring and building on the ideas so they are compelling and well-organised * selecting, linking and sustaining language features and presentation techniques in an original manner, or in a distinctive personal voice, dimension or viewpoint as appropriate to the audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors   For example:  *The reason I am advocating that we use this product is because many of our current products are unethical in origin. Much of the cocoa we buy is produced using child slave labour. This is when children work harvesting the cocoa pods for no pay and cannot go to school while they are doing this. Because most cocoa is grown on small family farms of five hectares or less and farmers are paid minimal prices, they have to use the children to harvest the cocoa pods as they cannot afford to pay them. On the other hand, fair trade producers are organised into small groups that govern democratically and always receive the market price. No forced labour of any kind, including child labour is used for harvesting the cocoa pods. While using chocolate labelled with the fair trade certification cannot fully guarantee to eliminate child labour, it is making a difference for many families by providing a fair price for their product. So therefore we can help by promoting a fair trade chocolate dessert as part of one of the prepared meals along with a brief explanation of the meaning of fair trade. In this way the company is helping to raise awareness of the issue and contribute to a more predictable income for farmers. This will hopefully reduce the use of child labour.*  *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.