**NZQA**

**Approved**

EXPIRED

Achievement standard: 90852 Version 2

Standard title: Explain significant connection(s) across texts, using supporting evidence

Level: 1

Credits: 4

Resource title: Fishing for the future

Resource reference: English VP-1.8 v2

Vocational pathway: Primary Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90852-02-7219 |
| 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

Achievement standard: 90852

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Resource reference: English VP-1.8 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to explain significant connection(s) across at least four texts related to primary industries. Your explanation will be supported by evidence from the texts.

You are going to be assessed on how perceptively you explain the significant connection(s) across the four texts, supported by evidence from each one.

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

This task comprises three stages. First you need to choose a theme and texts that are relevant to an aspect of the primary industries; secondly record and explain significant connections across the texts; and thirdly, make a presentation about your findings.

## Choose a theme and texts

Choose a theme, idea or issue that is relevant to the primary industries from books that you have read, films you have seen, favourite songs, television programmes etc.

For example, you may consider issues or ideas such as:

* sustainable fishing practices
* workplace health and safety
* protection of the environment.

This needs to be an issue or idea that is significant. Check this with your assessor/educator.

Choose at least four texts connected to your chosen idea or issue. You must have read, viewed or listened to at least one independently. Your assessor/educator will guide you in your choice of an independent text.

## Record and explain your findings

Identify examples of the idea or issue in each of your texts. You may want to draw up a record sheet for this. How does each text present the idea or issue? See Resource A for an example of one learner’s notes on their chosen issue of workplace health and safety in the fishing industry.

Consider the following starters. They may help you to explain the connection:

* A similar situation happens in …
* Another character who …
* This situation is similar to …
* There is difference between …
* Another text which …
* There is a clear connection between …
* These texts reveal the significance of …

Plan and develop a presentation that explains the connection(s).

## Make your presentation

Begin by stating the texts that you have used and identify the connection(s) between them. The connection comes out of your issue or idea.

Explain how each text is connected to this issue or idea. Refer to specific, relevant detail from each text that illustrates the connection.

Make clear points that develop understandings about the connection(s) across the texts. These need to show some insight or originality in thought or interpretation.

# Resources

## Resource A

Here is an example of some of the notes that a learner has made after reading or viewing or listening to texts over the year.

### My theme: Workplace health and safety; risk taking in the fishing industry

Possible texts:

<http://www.maoritelevision.com/tv/shows/pakipumeka-aotearoa/S04E001/saving-tuna>

<http://topdocumentaryfilms.com/pirate-fishing/>

<http://www.imdb.com/title/tt0177971/>

<http://www.plightofthefishermen.com/>

<http://www.youtube.com/watch?v=SzjcUCOCpSw>

<http://www.greenpeace.org.uk/last-fishermen-film>

<http://newswatch.nationalgeographic.com/2013/05/02/my-village-my-lobster-film-exposes-extreme-danger-behind-a-favorite-seafood/>

<http://www.nrdc.org/storycorps/>

First Text

* Text title: *My village, my lobster*
* Director: Joshua Wolff
* Example(s) of the theme: For centuries the Mosquito Indians of north eastern Nicaragua have relied on the sea to survive. Back in the day lobsters were so plentiful men could wade in off the banks and pick them up off the sea floor. Lobsters disappeared from the shallows when commercial lobster diving became the cheap bottom rung of a huge export industry to the United States in the 1980s. The demand for lobster led to overfishing and now divers have to be taken further and further out to sea to catch enough lobsters from the sea floor: “Sometimes we run into sharks. The bends can kill you. It’s like gambling with my life to earn some money.” ($100/per day if they dive very aggressively). Divers have little or no training and minimal equipment to help them catch lobsters on the ocean floor. They go down to depths of 100 to 150 feet, repeatedly diving and resurfacing up to 10-15 x a day (3 is the recommended maximum). They lack depth and pressure gauges or timers, and have little access to medical care when they encounter problems associated with their dangerous diving. The lack of safety regulations has left nearly half of the Mosquito Indian lobster divers physically disabled. However they can’t make enough money to support their families if they follow them. So they ignore minor symptoms, raise concerns only when they feel significant pain, are too weak to keep on diving, or can no longer walk. As a result divers are being killed or left paralysed in their thousands. On the other hand, there is little other work in the region: “If diving were to close today, it would be a disaster.”
* What this shows about the theme: Normally we associate high risk occupations which require courage and skill with a substantial reward, financial or social status, not survival. This text shows that desperation and love of family can be the motivation for people to take enormous risks.

Second text

* Text title: *The Perfect Storm*
* Director: Wolfgang Petersen
* Example(s) of this theme: *The Perfect Storm* is about the crew of the *Andrea Gail* that got caught in the Perfect Storm of 1991 off North East America. One of the first shots of the movie is of a memorial wall inside the Maritime Museum of Gloucester listing all the names of those lost at sea. When the Andrea Gail ties up at Gloucester, we learn that a man has died on board another boat. We see a mother hug her son and say “*Home safe*.” The catch has been poor and the crew are disappointed with their pay. The owner of the Andrea Gail gives the captain, Tyne, a hard time.

Owner: If you can't make it pay, I'll find somebody who can.

Tyne: I'll bring you more fish than you ever dreamed of. Next time I fish the Grand Banks, they won't be so grand.

Owner: You just struck out on the Grand Banks.

Tyne: Then I'll go further.

Owner: Don't you even think about it. I want my boat back.

As a result, Tyne and his crew go back out to sea but this time they go much further out than the Grand Banks even though it’s nearly winter. One man tells his wife: “Just one more time. I promise. I have to try it again. We need the money, baby.” Initially unsuccessful, they head to the remote, dangerous Flemish Cap, despite warnings of a storm building up. Their luck improves, but just as they start making a huge catch, the boat’s ice machine breaks. The only way to sell their catch before it spoils is to hurry back to shore. After debating whether to sail through the violent storm or to wait it out and have the fish spoil, the crew decide to risk the storm. No one survives.

* What this shows about the theme: This film shows that although fishing can be an exciting and challenging occupation, it also can be a dangerous and unpredictable occupation requiring courage. Fishermen can feel pressured to take even more risks to support their families, to get ahead in life, or perhaps to prove themselves, like the captain of the Andrea Gail, who was worried he might lose his boat and his means of earning a living.

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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 choose a significant connection (or connections) across at least four texts related to primary industries, and perceptively explain that connection and support it with evidence from all four texts. At least one text must have been independently selected by the learner.

# Conditions

This is an individual activity. Learners should have the opportunity to receive feedback, edit, revise and polish their work before assessment. The authenticity of learners’ work needs to be assured.

# Resource requirements

Texts used for study throughout the year. Texts should be appropriate to level 6 of *The* *New Zealand Curriculum*, or have characteristics that enable the learner to meet the expected level of discussion.

# Additional information

None.

# Assessment schedule: English 90852 – Fishing for the future

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner explains significant connection(s) across texts, using supporting evidence by:   * identifying and expressing ideas about one or more significant connection across at least four texts * supporting explanations with at least one specific and relevant detail from each text * making connections, including links, commonalities, and/or relationships between:   + knowledge, experience, and ideas   + purposes and audiences   + language features   + structures   For example, the learner explains:  *Nicaraguan divers now have to be taken further and further out to sea to catch enough lobsters from the sea floor: “Sometimes we run into sharks. The bends can kill you. It’s like gambling with my life to earn some money.” Divers have little or no training and minimal equipment to help them catch lobsters on the ocean floor. As a result many divers are being killed or left paralysed in their thousands, leaving behind young dependent families. On the other hand, there is little other work in the region: “If diving were to close today, it would be a disaster.”*  The learner expresses what this shows about workplace health and safety: *This taught me that workplace health and safety can be compromised by risk taking. This text shows that desperation and love of family can be the motivation for people to take enormous risks.*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner convincingly explains significant connection(s) across texts, using supporting evidence by:   * identifying and expressing ideas about one or more significant connection across at least four texts * supporting explanations with at least one specific and relevant detail from each text * making clear points that develop understandings about the connection being addressed. Some unevenness in the response may be acceptable. This could mean that the learner:   + attempts some reasoned and relevant explanations of the effect of the connection   + shows some understanding of relevant text features or aspects which develop a connection   + attempts to draw findings together or make thoughtful comments   For example, the learner convincingly explains:  *This taught me that workplace health and safety can be compromised by risk taking. Desperation and love of family can be the motivation for people to take enormous risks. Where people feel they have limited choice, they are more likely to take risks, like the Mosquito Indians who had few educational opportunities and almost no alternative sources of employment.* *This is similar to a fisherman in ‘The Perfect Storm’ explaining why they need to head to dangerous fishing grounds to make up for a bad season: One man tells his wife: “Just one more time. I promise. I have to try it again. We need the money, baby.”*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner perceptively explains significant connection(s) across texts, using supporting evidence by:   * identifying and expressing ideas about one or more significant connection across at least four texts * supporting explanations with at least one specific and relevant detail from each text * making clear points that develop understandings that show some insight or originality in thought or interpretation. Some unevenness in the response may be acceptable. This could mean that the learner:   + presents a relevant and insightful study of the effect of the connection   + shows an insightful understanding of text features or aspects which develop a connection   + effectively draws findings together to make new understandings   For example, the learner perceptively explains:  *The obvious risk across all texts comes from Nature. At the depths the Indians dive to, if they surface too quickly or stay too deep for too long, nitrogen bubbles will form in their bodies that can kill or paralyse them. The crew of the Andrea Gail encounter a ‘Perfect Storm’. However it’s the exploitation of people’s desperation by their employers that puts them at equal risk. In ‘The Perfect Storm’, the captain is pressured to bring in a better catch or he’ll lose his job.*  *A journalist is told, “You can buy these Indian divers for five or ten bucks a day, and when they quit or get bent that's no problem, because there's always plenty more where those guys came from.” What increasingly compromises worker health and safety is the need to meet developed countries’ increasing demand for a resource that is diminishing because of overfishing. The Indians used to wade off in shallow water to catch lobsters.*  *The North Atlantic where ‘The Perfect Storm’ is set is almost finished as a fishing ground. The highest risk appears to be for those in the least powerful position. Unlike in these texts, New Zealand companies have shown some responsibility about protecting fish stock and their employees.*  *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.