**NZQA**

**Approved**

EXPIRED

Achievement standard: 90053 Version 5

Standard title: Produce formal writing

Level: 1

Credits: 3

Resource title: A clean, green farm

Resource reference: English VP-1.5 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-02-2015-90053-02-7213 |
| 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: 90053

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Learner instructions

# Introduction

This assessment activity requires you to develop and structure a formal written article for a farming magazine about maintaining a clean, green farm. 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 a current environmental issue in a piece of formal writing for the magazine. 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 work on a large high performing sheep and beef property in the North Island. A farming magazine has asked a number of young farmers, such as yourself, to contribute an article to a feature they are running. The articles all focus on modern environmental farming practices in the 21st century.

## Part 1: Prepare to write your article

You need to select and research an issue which is currently under discussion in the farming world. You will explain how farming practices can contribute to environmental contamination or damage, and suggest solution/s to avoid future contamination or problems.

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

* soil and nutrient loss
* fertiliser use
* effluent disposal
* pesticide use
* irrigation use.

Develop your article 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 ideas.

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

* the way you write your article is appropriate for your intended audience – farmers who you are trying to persuade to adopt more environmentally friendly farming practices
* your article contains appropriate vocabulary and syntax
* you avoid spelling, punctuation or grammatical errors.

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

Write the final version of your article. Check that:

* your article is formal in tone and has a well-organised structure
* your ideas are compelling
* your article includes evidence to support the use of an environmentally friendly practice/s
* your article has an appropriate conclusion
* your article 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 article for a farming magazine about the use of an environmentally friendly farming practice/s. 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 appropriate interviewees, recording equipment, the internet, a library and information technologies is required.

# Additional information

None.

## Other possible contexts for this vocational pathway

An article for a forestry publication, exploring safety procedures in forestry work.

# Assessment schedule: English 90053 – A clean, green farm

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| Learners present a formal written article of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:   * introducing the topic (e.g. effluent disposal) 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 viewpoint, observation * linking and organising ideas 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 learner develops and structures ideas, using appropriate vocabulary, spelling and grammar, about, for example, effluent disposal.  One paragraph could be about the nature/consequences of the problem (e.g. polluted waterways, water discolouration, harm to fish).  Another paragraph could be about the causes of the problem (e.g. incorrect effluent disposal from milking sheds).  Another paragraph could be about solutions to the problem (e.g. treatment and recycling of effluent, prevention of effluent entering the waterways).  There should also be an appropriate introduction and conclusion.  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal written article of at least 350 words, that develops and structures ideas convincingly using language features appropriate to audience and purpose with control by:   * introducing the topic (e.g. effluent disposal) 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 learner convincingly develops and structures ideas, using appropriate vocabulary, spelling and grammar with control, about the nature, causes and solutions of the problem of effluent disposal.  The learner convincingly develops and builds on ideas in each paragraph. For example, in a paragraph about the causes of the problem, the learner identifies and develops convincing details about the reasons for incorrect effluent disposal (e.g. runoff from applied fertilisers, overstocking, poorly trained staff, excessive heavy rainfall)  The learner convincingly connects ideas to each other (e.g. ideas about polluted waterways, contaminated ground water and algae growth are linked together).  There should also be an appropriate introduction and conclusion.  *The above expected learner responses are indicative only and relate to just part of what is required.* | Learners present a formal written article 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 topic (e.g. effluent disposal) 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 their audience and purpose for the selected text type * using written text conventions accurately so that the writing contains only minor errors   For example:  The learner effectively develops and structures detailed ideas, using appropriate vocabulary, spelling and grammar to command attention, about the nature, causes and solutions of the problem of effluent disposal.  The learner effectively develops ideas in each paragraph. For example, in a paragraph about the causes of the problem, the learner identifies and effectively develops details about the reasons for incorrect effluent disposal (e.g. the incorrect construction of effluent holding ponds often being due to the significant cost of pond construction, the limited holding capacity of the effluent tanks, and the lack of adequate staff training/understanding of the main issue).  The learner writes a compelling, well organised article, using appropriately sustained language features.  There should also be an appropriate introduction and conclusion.  *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.