**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: Understanding sport and recreation as a career

Resource reference: English VP-1.10 v2

Vocational pathway: Services Industries

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90854-02-7230 |
| 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: 90854

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

Level: 1

Credits: 4

Resource title: Understanding sport and recreation as a career

Resource reference: English VP-1.10 v2

Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to form personal responses to six independently selected and read texts that relate to the services 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 services industries.

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 services industries
* made you think differently about a specific aspect of the services industries
* gave you some insight or caused you to reflect upon an issue of concern in the services industries.

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 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 services industries issue in some way. For example, one learner might read texts about a range of services industries; another learner might focus on a particular industry, such as hospitality; another on a specific aspect, such as safe food handling practices.

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

This learner is interested in working in the fitness industry. She decided to focus on the idea of sportspeople as leaders and role models for young people. She read *Valerie: The Autobiography,* by Valerie Adams and reflected on the impact that Valerie has had as a role model for young women. She then read *Assault on Lake Casitas* and responded to the determination and perseverance demonstrated by Brad Lewis in his autobiography*.* Her assessor/educator recommended that she watch *Alex*, the movie based on Tessa Duder’s novel, which, although fiction, also emphasised the determination that is a central quality of most sports leaders.

This learner has now read two extended texts, so her other two written texts can be short or extended. Her sixth text can be written or visual.

## Preparing responses to your texts

Choose the format to present these responses in negotiation with your assessor/educator, for example:

* an oral presentation, such as an interview or a role play
* a group discussion with the assessor/educator
* a feature article
* an essay
* an online portfolio
* a blog
* 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 an aspect of the services industries affected your thinking about working in this area.
* Discuss what you learnt about leadership 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 what you learnt about the responsibilities of individuals and organisations and how this knowledge affected or changed your attitude/behaviour.
* Discuss how reading about a great sportsperson has inspired you.
* Discuss your response to reading about the difference between the perceived glamour of a sportsperson’s life and the harsh daily reality.
* 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.

Vocational Pathway Assessment Resource

Achievement standard: 90854

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

Level: 1

Credits: 4

Resource title: Understanding sport and recreation as a career

Resource reference: English VP-1.10 v2

Vocational pathway: Services Industries

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 services 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 their six responses in any appropriate written or oral form. These 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 services 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 – Understanding sport and recreation as a career

|  |  |  |
| --- | --- | --- |
| 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 services 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 Valerie Adams’ autobiography shows the learner’s awareness of the struggles and challenges faced by sportspeople at the top of their field and how these attributes make them role models for us.  …I was surprised at some of the outspoken things she had to say, as she didn’t seem to mind that some people would be very surprised at her criticisms, particularly of the Olympic management team (specific evidence provided). But that is what I liked, and this gave me confidence that sometimes it is okay and even sometimes it is best to actually say what you really think. It is good to have someone like this as a role model, because…  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 services 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 *Assault on Lake Casitas*, conveys generally meaningful and convincing personal understandings (which are supported by evidence) that reflect on some of the life lessons that Brad Lewis’s leadership provides for this learner.  …I was intrigued that Brad talks about how his failures actually gave him his success. This makes me think he is an inspirational leader, because it gives me confidence that I don’t always have to be winning. He writes about how failing to get into various events (specific evidence provided) made him more determined than ever and made him better than what he might have otherwise been. It was this approach that helped him achieve his gold medal (specific evidence provided).  Because Brad told his own story, it was more believable and inspired me to think that I could follow in his footsteps, particularly when he said…  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 services 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 reading the novel *Alex* demonstrates perceptive personal understandings that show some insight in thought or reflection. The response shows that the learner is responding and thinking for herself about what motivates people to be successful leaders in the sports arena, and what, in turn, motivates others to do something similar. Specific evidence is provided from the text.  …I was amazed at how driven Alex was to win her swimming races so that she can qualify for the Olympic Games in Rome. Alex’s inner voice shows how she calls on everything inside her to win (specific evidence provided). What I learnt about leadership was the difference between someone like Alex and most other teenagers I know. I always thought that if something really bad happens in a teenager’s life, then it will have a negative impact on everything else. Like losing a friend or boyfriend would be devastating. But I saw what it was that made Alex both the leader and the top swimmer that she was – she actively called on her memories of Andy (specific example given) to give her strength and overcome her pain and exhaustion. It’s amazing what some people can draw on to win, but that is what inspires us about people with leadership qualities…  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.