**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: Serving others

Resource reference: English VP-1.8 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90852-02-7220 |
| 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

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

Level: 1

Credits: 4

Resource title: Serving others

Resource reference: English VP-1.8 v2

Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to explain significant connection(s) across at least four texts related to the hospitality industry. 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

You work for a hotel and have been asked to prepare and present an oral presentation for a workshop for new recruits. The workshop is part of a programme which is looking primarily at problems and challenges faced by the services industries as a whole.

This task comprises three stages. First you need to choose a theme and texts that are relevant to an aspect of the services 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 hospitality sector 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:

* quality of service
* staff training
* workplace safety
* customer satisfaction.

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 quality of service.

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 a 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: Making tough choices

Possible texts:

* Hotel Hell
* Fawlty Towers
* Hotel Rwanda
* Best Exotic Marigold Hotel
* Hotel Inspector
* Inside Claridge’s
* Hotel Babylon

First text

* Text title: *Fawlty Towers: Waldorf Salad*
* Author: John Cleese and Connie Booth
* Example(s) of this theme: Basil is rude to guests who he thinks are from a lower class than him (calling a Cockney guest “Riff raff” and a “Yobbo”) or who are not British (Basil's constant mention of World War II makes a German girl cry so he decides to cheer her up with a Hitler imitation). He gets annoyed with complaints or requests. An angry American guest finally confronts Basil in front of the other guests and tells him what a “crummy hotel” he has. Basil replies that all the British guests are happy with the service at the hotel. When all the guests then complain, Basil finally cracks: “This is absolutely typical of the kind of... I have to put up with from you people! You ponce in here expecting to be waited on while I'm trying to run a hotel here! Have you any idea of how much there is to do? Do you ever think of that? Of course not! You're all too busy sticking your noses into every corner, poking about for things to complain about, aren't you? Well, I've had fifteen years of pandering to the likes of you, and I've had enough! You can all get out!”
* What this shows about the theme: Basil is a judgemental and rude person who cannot control his emotions under pressure. He has no idea how to deliver quality customer service – meeting the needs of guests to ensure that they have a positive experience. He does not seem to know why quality customer service is important to his business. It is almost as if Basil thinks he could run a successful hotel if he didn't have all the guests getting in the way.

Second Text

* Text title: *Inside Claridge’s*
* Director: Jane Treays, BBC
* Example(s) of the theme: When asked if she has ever said no to a guest, the head housekeeper says: “I cannot ever imagine saying no. I will do everything in my power to do whatever it is they want me to do…. No request is too outrageous. We might think them outrageous, but we will deliver.” This includes redecorating a suite if the guest doesn’t like the colour scheme and keeping detailed guest profiles that record their preferences e.g. in a special meeting before the Melchors arrive, the staff look at photographs of the suite so it can be rearranged exactly how it has been for their last 40 visits, right down to where the coffee trolley is put and how the beds are ‘turned back’. The staff are also reminded that the Melchors love to be greeted personally by all staff. The general manager explains why quality customer service is important: “Every time someone visits, you need to create a reason to visit again, to create loyalty and to create an emotion or association with the hotel that will make that person turn into a regular guest.”
* What this shows about the theme: In this documentary we learn about the incredible lengths staff will go to please guests of this luxury hotel. They see quality customer service as their highest priority because they understand it is vital to running a successful hotel business where it is essential that guests have a positive and fulfilling experience.

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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 the hospitality industry, and perceptively explain that connection and support it with evidence from all four texts. At least one text must have been 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 – Serving others

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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:*In the ‘Waldorf Salad’ episode of Fawlty Towers, the hotel owner Basil Fawlty is rude to some of his guests. He calls a Cockney guest “Riff raff” and a “Yobbo. An angry American guest tells him what a “crummy hotel” he has.* The learner expresses what this shows about service in hotels: *This taught me that that the delivery of quality customer service is important. If guests experience rudeness and poor service they will not return or encourage others to stay.**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:*If you satisfy a guest’s needs, you are building a relationship based on trust that you will continue to meet their needs in the future and this builds loyalty and creates profit. This can be seen in the number of times the Melchors returned to Claridge’s Royal Suite costing nearly £10,000 per night. The general manager of Claridge’s says that “you need to wholeheartedly want to serve people” to be successful in the industry and cope with the pressure. Basil, on the other hand, wants the income provided by guests, but he doesn’t want to serve them or make their needs a priority and this explains why his hotel is not a success.**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:*However, at least Basil is being genuine about his relationship with his guests, even if he is horrible to them. In contrast to this, the general manager of Claridge’s says that his role is to “create an emotion or association with the hotel that will make that person turn into a regular guest.” For example, the Melchors love to be personally greeted by staff because it makes them feel like part of the “Claridge’s family”. Most of the staff don’t really have a personal relationship with the Melchors. These greetings are part of a strategy to keep the Melchors loyal to the hotel. This shows me that it could be challenging to deliver a great customer service and still be sincere, especially if guests are really demanding, like requiring a room be redecorated, or rude like the American demanding a Waldorf salad after Basil’s hotel kitchen had closed.**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.