**NZQA**

**Approved**

EXPIRED

Achievement standard: 90053 Version 5

Standard title: Produce formal writing

Level: 1

Credits: 3

Resource title: Our house

Resource reference: English VP-1.5 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-02-2015-90053-02-7215 |
| 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 written report for a client about a potential property purchase. You need to 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 in your report, which will recommend a suitable property as a family home for a client. 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 newly employed in the real estate sector. The manager has asked you to look after a client who is moving to the city with his family. The client has been looking at two properties and wants your help in making a decision about which one would best meet the family’s requirements. You will use information provided by your client (desired location, budget, type of property, physical attributes of the desired property, number of bedrooms, bathrooms, garage, etc.) to consider, in detail, the two properties and then make your recommendation.

## Part 1: Prepare to write your report

Research the properties in sufficient depth so that you can explain why one property is potentially more suitable than the other.

Develop your report by ensuring that you can support your ideas about your topic with specific evidence and examples.

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

* the way you write the report is appropriate for your intended audience - the client
* your report contains appropriate vocabulary and syntax
* you avoid spelling, punctuation or 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 your recommendation
* 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 for a client which makes a recommendation for one property over another one. 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 real estate advertising, the internet, and appropriate information is required. Assessors/educators may provide learners with a client brief and information about the two properties.

# Additional information

None.

## Other possible contexts for this vocational pathway

An article for a magazine for moteliers on the benefits of courteous customer service.

The content of a lecture that is to be delivered to airport biosecurity officers, titled *Biosecurity concerns for New Zealand.*

# Assessment schedule: English 90053 – Our house

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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 report of at least 350 words, that develops and structures ideas using language features appropriate to audience and purpose by:* introducing the topic (a potential property purchase) 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 the appropriateness of one property over another.The report could consider each property’s suitability in terms of, for example, the price, distance to specific schools and meeting the required physical attributes of the house. The report could then consider how one property, meets these considerations better than the other and why it is therefore better suited to the client’s needs than the other property.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 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 topic (a potential property purchase) 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, about the appropriateness of one property over another.The learner builds on ideas in each paragraph, linking and connecting ideas with relevant supporting details. The learner creates a credible report which shows consideration of the client’s needs by developing the argument for the suitability of one property over another. For example, the learner could discuss the recommended property in terms of rates costs, source and annual cost of amenities, the nature of the services provided, extra attributes such as space for off street parking, boat parking, provision for potential development.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 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 topic (a potential property purchase) 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 appropriateness of one property over another.The learner creates a well-organised report using appropriate, sustained, language features that provides compelling evidence to support the recommendation for favouring one property over the other. For example, the learner could show perception by considering the suitability of the recommended property in terms of bylaws that limit future development of the section, government, local body or developer plans that may affect the area in the future, limitations on alterations to the property such as height restrictions or height/boundary distance restrictions.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.