**NZQA**

**Approved**

EXPIRED

Achievement standard: 91097 Version 3

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

Credits: 4

EXPIRED

Achievement standard: 90855 Version 3

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: Coping with change

Resource reference: Health VP-1.3 v2 & English VP-1.7 v3

Vocational pathway: Services Industries

|  |  |
| --- | --- |
| Date version published | September 2020 Version 2To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91097-02-7387NZQA Approved number A-A-02-2015-90855-02-7388 |
| 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: 91097

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

Credits: 4

Achievement standard: 90855

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: Coping with change

Resource reference: Health VP-1.3 v2 & English VP-1.7 v3

Vocational pathway: Services Industries

Learner instructions

# Introduction

This assessment activity requires you to demonstrate your understanding of the ways in which well-being can change, and the strategies that can support the well-being of Tirina, an aspiring food service worker. You will also create a visual text (a poster) that develops and structures ideas to promote a strategy that will support the well-being of young food service workers when they experience loss of employment.

You are going to be assessed on how comprehensively you demonstrate understanding of the effects of the change on the well-being of Tirina, an aspiring food service worker, her and others’ consequent feelings (positive and negative) and possible responses along with strategies to support Tirina’s well-being when her employment opportunity changes. You are also going to be assessed on how effectively you develop and structure ideas in a visual text (a poster) which is about support for young people when they experience loss of employment. Your controlled use of language features must be appropriate for young people, and 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

This assessment activity is based around the scenario provided in Resource A. With your assessor/educator’s approval you may develop your own scenario instead.

Provide evidence in two different ways:

Keep a journal in which you demonstrate understanding of ways in which the well-being of Tirina, an aspiring food service worker, has changed, and strategies to support her well-being during the change.

Create a visual text (a poster) to promote a strategy that will support young food service workers’ well-being when they experience loss of employment.

Your visual text (poster) must:

* include visual and verbal language features
* develop and structure the idea(s) convincingly about the strategy to enhance well-being
* be appropriate to the target audience in terms of the visual style and language used
* have a controlled use of language features to command attention.

## Changes, feelings, and responses

The scenario provided in Resource A shows changes that have occurred in Tirina’s life that have affected her well-being.

In your journal:

* Explain, with insight, ways in which Tirina’s well-being has changed as a result of the situation described in the scenario. You need to take account of the four dimensions of hauora (taha hinengaro, taha wairua, taha tinana and taha whānau).
* Explain how the changes across the dimensions of hauora are interrelated (are connected to each other) to have a greater impact on Tirina’s well-being compared with if only one or two dimensions are affected.

Tirina will experience a range of emotions due to the change. She may respond quite differently to these emotions. Include both positive and negative feelings and responses.

* Explain feelings that Tirina could have about the change she is experiencing. Describe her feelings and explain why Tirina might feel this way.
* Explain possible responses Tirina may have (i.e. something she might do or a reaction she might have) as a result of her feelings. Describe the responses, and explain why Tirina might respond in that way.

Changes in Tirina’s life can also affect other people with whom she interacts.

* Explain feelings that two other people might experience due to the changes to Tirina’s well-being. Describe their feelings and explain why they might feel this way.
* Explain possible responses (i.e. something the other people might do or a reaction they might have) as a result of these feelings. Describe the responses, and explain why they might respond in that way.

Make sure both positive and negative feelings are included and the feelings and responses are different for each person.

## Support strategies

There are many different strategies that can be used to support someone who is faced with change:

* Describe personal strategies that Tirina could use to support her own well-being, and explain with insight how each strategy would enhance her well-being.
* Describe interpersonal strategies other people could use to support Tirina’s well-being, and explain with insight how each strategy would enhance Tirina’s well-being.
* Describe societal strategies that the restaurant, the course provider and/or the wider community could use to support Tirina’s well-being, and explain with insight how each strategy would enhance her well-being.

Insightful explanations will show how the recommended strategies purposefully address how Tirina’s well-being has been impacted by the situation described in the scenario.

## Create a poster

Design and create a poster that will provide young people with a possible strategy to deal with feelings of anxiety and loss of security associated with the prospect of change, for example losing a job. Select a range of visual language features that are relevant to the purpose of this poster. Resource B provides links to some information on poster design principles and Resource C to some Photoshop tools. Be sure to consider the following points:

* the purpose of the poster, i.e. what message are you focusing on
* selection, size and placement of the visual language
* the key information being communicated, and which parts are most important
* how can you build on the main message visually (by adding details or examples) so that your ideas are developed and structured.

## Key information to include

Select a strategy from your journal that will support Tirina’s and other food service workers’ well-being when they experience the loss of employment.

Include your main idea(s) or actions involved with this strategy, for example who or what is involved, where support can be accessed, what will you need to do.

Build on your idea(s). You might like to consider:

* the name of the activity, slogan, catch phrase, and/or appropriate adjectives
* visual styles appropriate to strategy i.e. action, calm, simple, busy
* images, patterns, symbols, colours, textures, digital effects
* text elements, font, size, placement, effects, colour
* using your own photographs or using digital manipulation techniques.

## Peer critique

Work in pairs or small groups.

Provide feedback to your peer about the following:

* How developed are the ideas about the strategy you have chosen?
* How clearly structured is the design? Does it command attention?
* How well the visual text features are used (for example font, size, placement, colour, style, effects) to help make a connection with the audience or strengthen the message.
* How well the verbal text features are used (for example use of emotive words, alliteration, dialogue, quotes, rhetorical questions, repetition, puns, humour, similes, metaphor, analogy, colloquialisms) to help make a connection with the audience or strengthen the message.
* Do the visual and verbal text features build on each other to make the ideas effective?
* What other suggestions can you make?

Use feedback from the peer critique to revise and refine your ideas.

Print your final version of the poster and submit it to your assessor/educator along with your journal.

# Resource A: Example of a change scenario

Tirina moved to Wellington from the East Coast to complete a chef training course. She initially found living in a big city a bit daunting being away from her whānau on the coast but enjoyed her training and established firm friendships with other learners on the course. After completing a block of successful work experience at an inner city restaurant she was proud to be offered a job as a kitchen hand to commence at the end of her training. She saw this as the first step in her career, was excited about the opportunities that the position would offer and felt relieved to know she had a job to go to at the end of her training which was only two weeks away.

After a busy day at her course she arrived home to find her flatmates James and Ellie preparing dinner. James said that Dallas, head chef from the restaurant, had just rung and could she call him immediately.

When she spoke to Dallas she found out that there had been a kitchen fire in the restaurant and she was asked to attend a meeting with all of the other staff the following afternoon.

At the meeting Tirina found out that major damage had occurred to the kitchen and it would be at least three months until the repairs were completed and the restaurant would be operating again.

Dallas spoke to Tirina and said he was unsure whether there would be a job for her when they reopened and it would depend on whether the business could afford to take on new staff at that time.

The reality of the situation was beginning to sink in because now she didn’t have a job after her course and wondered what she was going to do. Many thoughts started going round in her mind - what was she going to do, why did this happen to her, how was she going to pay her rent and other living expenses, finally how was she going to pay off her student loan.

# Resource B: Poster design principles

Useful websites include:

<http://www.davidcarsondesign.com/t/>

<http://www.ncsu.edu/project/posters/>

<http://www.designyourway.net/blog/inspiration/cool-poster-design-inspiration-37-examples/>

# Resource C: Photoshop tools

Useful websites include:

<http://sixrevisions.com/graphics-design/35-basic-tutorials-to-get-you-started-with-photoshop/>

<http://photoshoptutorials.ws/>

Vocational Pathway Assessment Resource

Achievement standard: 91097

Standard title: Demonstrate understanding of ways in which well-being can change and strategies to support well-being

Level: 1

Credits: 4

Achievement standard: 90855

Standard title: Create a visual text

Level: 1

Credits: 3

Resource title: Coping with change

Resource reference: Health VP-1.3 v2 & English VP-1.7 v3

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 activity requires learners to demonstrate comprehensive understanding of ways in which well-being can change, and strategies to support well-being for a food service worker. The learners are also required to develop and structure ideas effectively in a visual text that uses language features appropriate to purpose and audience with control to command attention.

# Conditions

Learners’ work will be individually assessed.

The poster for final assessment should be prepared under assessor/educator supervision.

Assessors/educators can make suggestions about areas where further development is needed.

# Resource requirements

Learners will need to be provided with the equipment and/or supplies to create their visual texts. This includes software applications such as Photoshop or GIMP. They will also need access to the internet for research.

# Additional information

The focus of the Health achievement standard is on change education through health-enhancing outcomes. Focus on any form of self-harm as a response to change is not appropriate for this standard.

It may be useful to read more about visual language on English Online: <http://englishonline.tki.org.nz/English-Online/Exploring-language/Visual-Language>

# Assessment schedule: Health 91097 – Coping with change

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner demonstrates understanding of ways in which well-being can change, and strategies to support a food service worker’s well-being by:* describing the ways in which Tirina’s well-being can change in relation to each of the four dimensions of hauora
* describing the likely feelings and responses of Tirina and others (the feelings are mainly emotional reactions rather than thoughts or opinions about the situation)
* providing an account of personal, interpersonal, and societal strategies to support well-being during times of change. This description includes a statement about how or why the strategies would enhance Tirina’s well-being

Note: Responses will depend on the scenario developedFor example, the learner describes:Dimensions of hauora− Taha whānau*: Tirina will be less secure and hopeful in terms of her future since she no longer has a job to go to when her course finishes.*Taha hinengaro: *Tirina is feeling worried and stressed since attending the meeting with the other restaurant staff.*Feelings and responses: *Tirina may feel upset when Dallas tells her that there might not be a job for her when the restaurant opens. She might move away from the group to a private place and begin to cry.*Societal strategies: *TradeMe advertises jobs and Tirina could go online and see what kitchen work is available in the Wellington area. This would help her to find a job so she has money for living expenses.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates in-depth understanding of ways in which well-being can change and strategies to support a food service worker’s well-being by:* explaining ways in which Tirina’s well-being can change in relation to each of the four dimensions of hauora and the inter-relationships between the dimensions of hauora in relation to the changes
* explaining the likely feelings and responses of Tirina and others
* explaining personal, interpersonal, and societal strategies for supporting well-being; the explanations include valid statements about how/why the strategies would enhance Tirina’s well-being

For example, the learner explains:Dimensions of hauora: *After hearing about the fire and how she no longer has a job to go to, Tirina feels less secure and hopeful for her immediate future which is a change to her taha wairua. Tirina has gone from being secure about her future to feeling worried and stressed because she is living in a flatting situation and she needs a job so she can pay her share of the rent, power, food and other living expenses. The stress could mean that she could begin to have difficulties getting to sleep at night and in the morning feels tired and lethargic which is impacting on her taha tinana. Tirina’s taha whānau could change with her socialising less with her friends and flatmates at the weekend because without a job she cannot afford to go out, so she becomes withdrawn and avoids social situations.**After hearing about the fire at the restaurant Tirina no longer has any firm plans for her immediate future and this uncertainty causes Tirina to become worried and stressed. Because of these negative thoughts she is having trouble sleeping and due to this tiredness could become short tempered which would affect her relationship with her flatmates.*Feelings and responses: *Tirina is feeling disappointed when Dallas tells her that there might not be a job for her when the restaurant reopens because she thought she had a job sorted and this was very unexpected. She could decide to call her whānau back home to tell them what has happened, to share her disappointment with them and tell them of her worries.*Personal strategies: *Tirina could think about what she accomplished in her course and work experience placements and use positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’). By thinking about what she has achieved through her training and knowing she already has had one firm offer of employment, along with using positive affirmations, this will help her to get over the initial disappointment and put her in the right frame of mind to visit her other work placements to ask if there is any part or full-time work available.**The above expected learner responses are indicative only and relate to just part of what is required.* | The learner demonstrates comprehensive understanding of ways in which well-being can change and strategies to support a food service worker’s well-being by:* explaining, with insight, the interrelationships between the dimensions of hauora in relation to the changes; the explanation explicitly and clearly considers how the dimensions of hauora are interrelated and makes connections to the feelings and responses already explained
* explaining, with insight, the likely feelings and responses of Tirina and others; positive and negative feelings and responses are encompassed
* explaining, with insight, critical personal, interpersonal, and societal strategies for managing the change situation that are clearly relevant; the explanations provide a justification for the use of each strategy, including how the strategy addresses purposefully the aspects of Tirina’s well-being impacted upon by the change

For example, the learner explains:Dimensions of hauora: *After hearing about the fire at the restaurant and talking to Dallas Tirina is uncertain about what her immediate future will hold because the restaurant will not be open for two to three months and they can no longer assure her of a job in the future. This uncertainty causes Tirina to feel insecure and become worried and stressed about how she will support herself financially since she is living away from home and she knows she needs an income to pay for her living expenses. Because of all of these negative thoughts and feelings she is having she finds it hard to relax at night which causes her to have trouble sleeping and she keeps waking up during the night with her worries. Due to this broken pattern of sleep she is feeling tired and lethargic during the day. This tiredness could affect her relationships with her flatmates and other people on her course because she might not be as patient with other people and could become short tempered and more emotional in how she reacts in social situations.*Feelings and responses: *Although Tirina has had terrible and disappointing news about the fire at the restaurant, which has meant she now does not have a job to go to once she completes her course, she might feel optimistic that she will be able to find another job quickly. She feels this way because she has worked hard during her training, knows this is the career she wants and was already offered a job through her work placement. This will give her the courage to put herself out there and start immediately looking for work. She could begin with visiting the other restaurants she has completed work placements at and ask if they have any part or full-time work and if they have heard of anyone else that is employing staff. She will be motivated to do this immediately because she needs to be employed and earning a wage so she can support herself.*Personal strategies*: Tirina could choose to work on and improve her sleep pattern by learning to quieten her mind and banish the negative thoughts she is having when she lies in bed awake at night. She could go on the internet and find some relaxation exercises that she could use to calm and quieten her mind before sleeping and if she wakes up during the night. She could also use positive self-talk (e.g. ‘I can do this even though it is difficult – kia kaha’). By getting a better night’s sleep it will mean that she feels more rested and has greater energy to look for work and put in applications for any jobs she finds and this will enhance her taha tinana and taha hinengaro. By doing something about the bad sleeping pattern she has got into will enable her to take control of the situation which will also enhance her taha wairua because she is finding solutions to her problems.**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.

# Assessment schedule: English 90855 – Coping with change

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner develops and structures ideas in a visual text, using language features appropriate to purpose and audience by:* building on ideas about a strategy for supporting well-being by adding details or examples and working towards a planned whole
* using appropriate verbal language features to communicate a specific message such as onomatopoeia, alliteration, imperatives, quotations
* selecting and using visual language features (such as images, sequences, motifs, photographs, colour, symbolism) appropriate to the purpose and audience

For example:Learner’s text for a poster uses a phrase like ‘*You can do this – kia kaha*’ so a person who is feeling insecure or worried about themselves or their future can be inspired. This is built on with a central photo image of a young person who looks worried. The idea of determination is also built on with the use of an arrow symbol.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas convincingly in a visual text, using language features appropriate to purpose and audience with control by:* developing and structuring ideas about a strategy for supporting well-being that are generally credible and connected
* using appropriate verbal language features to communicate a specific message such as onomatopoeia, alliteration, imperatives, quotations with control
* selecting and using visual language features (such as images, sequences, motifs, photographs, colour, symbolism) that are clearly linked to the purpose and audience

For example:In the learner’s text ‘*You* *can do this – kia kaha’*, the wording is in bold red lettering. This strengthens the self-image (red is strong and brave). This is built on with a photo image of a young person who looks worried in the lower left hand corner and a larger, more positive image of the same person higher and centred on the page. The idea of determination is also built on with the use of an arrow symbol.*The above expected learner responses are indicative only and relate to just part of what is required.* | The learner develops and structures ideas effectively in a visual text, using language features appropriate to purpose and audience with control to command attention by:* developing and structuring ideas about a strategy for supporting well-being that are compelling and well-organised
* using effective verbal language features to communicate a specific message such as onomatopoeia, alliteration, imperatives, quotations
* selecting and using visual language features (such as images, sequences, motifs, photographs, colour, symbolism) that are clearly linked to the purpose and audience

The final poster commands attention through confident and sustained integration of visual and verbal features.For example:In the learner’s text ‘*You can do this – kia kaha’* the words are done in superman logo style, on the chest of a large strong central image of a confident teenage girl. The idea of personal determination leading to a positive outcome is developed effectively through the symbols of success that surround the central image. The linking use of colour and style of the symbols in the border pattern support and build on this idea.*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.