**NZQA**

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EXPIRED

Achievement standard: 91071 Version 3

Standard title: Implement basic procedures to produce a specified digital information outcome

Level: 1

Credits: 4

Resource title: Travel plans

Resource reference: Digital Technologies VP-1.41 v2

Vocational pathway: Social and Community Services

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91071-02-7335 |
| 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 implement basic procedures to produce a report for a Trust, using digital technologies.

You are going to be assessed on how efficiently you implement basic procedures to produce a report for a Trust which meets specifications. You need to demonstrate that you can work independently and accurately.

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

CCS Disability Action Trust (120 Broadway Avenue, Palmerston North; phone 06 555 4698; email [ccs@skynet.co.nz](mailto:madison@skynet.co.nz)) provides support for disabled adults in the community.

It has been decided to organise an overnight trip to Wellington for a group of eight disabled adults and two careworkers. They will travel from Palmerston North and visit the zoo and Te Papa, go swimming and to the movies and take a ride on the cable car. You need to work out a budget so you know how much it will cost each person to go on the trip.

Present this information in a report, along with some information about what the adults might do and see, so that the trip can be justified and funding can be found.

Follow the specifications provided by your assessor/educator, or developed by you and confirmed by your assessor/educator. (See Resource A for sample report specifications.)

Use the information in Resources B and C to create your report:

* work out the cost per person (based on ten people travelling) using the data in Resource B. Create a chart showing how much will be spent on travel, activities, meals and accommodation. Include the chart in the report
* include some basic budget information from the chart with the information text provided in Resource C
* add some suitable images, ensuring that that you have addressed any copyright issues. You may add other text if you wish.

While you may refer to existing templates for information and ideas, downloading a template and changing its appearance will not fulfil the requirements of the standard.

You will be assessed on how well you:

* apply a set of techniques to produce a report that meets specifications
* select software applications and specific features to manage and present information
* apply file management procedures
* apply design elements and/or formatting techniques
* apply data integrity techniques and testing procedures to ensure the outcome meets specifications
* meet legal, ethical and moral responsibilities for the outcome.

Your independence as well as your accuracy and efficiency, will be taken into account.

# Resources

## Resource A: Specifications

The report will:

* be two to four pages in length
* contain information, images and data
* have a letterhead showing the trust’s name and address (120 Broadway Avenue, Palmerston North; phone 06 555 4698; email ccs@skynet.co.nz)
* be readable
* be designed to appeal to a range of people
* include a graph showing percentages of spending in categories
* include some information about the total cost of the trip
* include page numbers as a header or footer.

## Resource B: Data table

|  |  |
| --- | --- |
| Travel | Costs |
| Van hire | $129 per day |
| Petrol | 50 litres @ $2.12 per litre |
| Mileage | 30c per km over 100 km per day (You expect to travel 500 km in total) |
|  |  |
| Activities | Per person |
| Zoo entry | $21 |
| Te Papa | Free (entry to Game Masters exhibition $29.99) |
| Swimming pool | $5.70 |
| Cable car | $3.50 |
| Movie | $16 |
| Meals | Per person |
| Lunch | $15 |
| Dinner | $25 |
| Breakfast | $10 |
| Lunch | $15 |
| Accommodation | $115 per person |

## Resource C: Information about the planned trip to Wellington

Programme

Day 1

8.00 am Depart Palmerston North from Barber Hall car park

10.00 am Arrive Wellington Zoo

2.00 pm Leave for Kilbirnie Aquatic Centre

4.00 pm Travel to accommodation at 747 Motel, 80 Kilbirnie Cres, Kilbirnie, Wellington 6022

6.00 pm Dine at Aqua Bistro & Bar at Brentwood Hotel

7.30 pm Go to Roxy Cinema to see *The Hobbit* movie

Day 2

9.30 am Depart motel

10.00 am Arrive at Te Papa (visit includes Game Masters exhibition)

1.00 pm Lunch at Nikau, Te Papa

2.00 pm Ride up in the cable car and walk down to rose gardens

3.00 pm Depart for Palmerston North

5.00 pm Arrive at Barber Hall car park

### Cost

The trip will cost <???> per person, payable to Maxwell Smart by 12 November <20XX>.

### Wellington Zoo

<http://www.wellingtonzoo.com/>

Wellington Zoo opened in 1906 and is part of the early history of Wellington. It has a large range of animals, including primates, dogs and large cats. The zoo has a collection of New Zealand native animals as well. One New Zealand Kiwi called Tahi has only one leg.

The zoo is adding new attractions all the time. Over ten years, Wellington Zoo is spending $21 million to create a more accessible and interactive environment, to the benefit of animals and visitors alike. The already completed Wild Theatre has become the heart of the zoo. The Nest Te Kōhanga animal hospital allows the public to watch the wildlife vets at work.

The zoo has some steep walks.

### Kilbirnie Aquatic Centre

<http://www.wellington.govt.nz/eventsrec/recreation/pools/details/wellaquatic.html>

The centre has:

50 m heated indoor pool and diving pool, programmes pool, hydrotherapy pool, toddlers pool and spray water-play area, Club Active fitness centre and aerobics studio, three private spa pools (to pre-book, contact the pool), single-sex private saunas, swim shop, crèche, café, meeting rooms.

### Roxy Cinema

<http://www.roxycinema.co.nz>

Open seven days from 10.00 am, the Roxy has two luxurious state-of-the-art cinema screens and a 60-seat restaurant with stunning interior features created by the team at Weta Workshop.

The movie *The Hobbit*, based on the book by JRR Tolkien was directed by Peter Jackson, filmed in New Zealand and edited by Weta Workshops. *The Hobbit* follows the quest of home-loving hobbit Bilbo Baggins to win a share of the treasure guarded by the dragon Smaug and is a prequel to *Lord of the Rings.*

### Te Papa

<http://www.tepapa.govt.nz>

The national museum and art gallery of New Zealand is branded and commonly known as Te Papa and Our Place. Its full name in te reo, Te Papa Tongarewa, broadly translates as ‘the place of treasures of this land’. Te Papa has a number of exhibits that are all about New Zealand and its history.

Te Papa’s newest blockbuster exhibition, Game Masters, features more than 100 playable games and celebrates the work of the world's most influential video game designers, including Peter Molyneux, Warren Spector, Tim Schafer and Hideo Kojima.

### Cable car

<http://www.wellingtoncablecar.co.nz>

In 2012 the cable car celebrated 110 years of service to the city of Wellington. A favourite of locals and visitors alike, the cable car allows easy access from the central business district to the Kelburn lookout and top entrance to the Botanic Gardens.

### Botanic Gardens

### <http://www.wellington.govt.nz/services/gardens/botanicgardens/botanicgardens.html>

The Wellington Botanic Gardens feature 25 hectares of unique landscapes, protected native forest, conifers, specialised plant collections, colourful floral displays and views over Wellington city.

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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 implement basic procedures efficiently, using at least two software applications, to produce a specified digital information outcome, such as a report.

Two approaches are possible when using this standard for assessment:

* learners are stepped through the design and creation process and all produce a similar outcome, following a common set of specifications
* the assessor/educator creates the specifications in discussion with the group and/or allows individual learners to vary the selected outcome.

Adjust the sample specifications in Resource A to suit your context and selected outcome.

# Conditions

Learners should complete all their practical work in such a manner that assessors/educators can assess how the techniques are implemented as well as the quality of the outcome.

# Resource requirements

Access is needed to computers and appropriate software (e.g. Word, Excel, Access, Numbers, Pages, Base and Calc).

# Additional information

Learners may not use desktop publishing software. The assessor/educator may provide the text electronically, but only as a pdf or text file so that learners independently decide on the software to use.

## Other possible contexts for this vocational pathway

If required, change the place names and the resource information so that it is more relevant to your location.

The outcome could also be adapted to produce a personal or shopping budget. The outcome could be another digital information outcome that integrates at least two software applications, such as:

* a newsletter
* a programme of activities
* a presentation
* a mailout
* an outcome that has been trialled through technological practice and which the learner is ready to create in its final form.

# Assessment schedule: Digital Technologies 91071 – Travel plans

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures to produce a report for a trip by:   * applying a set of techniques to produce the specified outcome   For example:  The learner creates the report following the specifications listed in Resource A.   * selecting appropriate software and specific features to manage and present information   For example:  The learner creates the report using at least two software applications such as word processing and spreadsheeting.   * applying file management procedures   For example:  The learner applies some file management procedures by using suitable folder names and filenames.   * applying appropriate design elements and/or formatting techniques   For example:  The learner uses some design and formatting features of the two software applications. The finished report shows some evidence of awareness of design principles.  The learner uses repetition e.g. uses a consistent heading font throughout the document.  For spreadsheet software, the learner:   * + inserts/deletes rows and columns as required; enters and calculates numerical data using mathematical formulae   + formats text (font, bold, italics, size, etc.) so it is readable and suitable for purpose; formats numbers appropriately, considering the data type (e.g. money) and accuracy the context requires; sizes and aligns cells (e.g. height, width, align, split, merge); sorts, selects and graphs information.   For word processing software, the learner:   * + uses headings to break up the text into understandable paragraphs about the trip and presents the information about activities using bullet points and subheadings. * applying data integrity and testing procedures to ensure the outcome meets specifications   For example:  The learner uses print preview and actual printouts to check graphs display correctly and uses a calculator to spot check formula calculations.  Checks are made to ensure all specifications have been met, e.g. a letterhead showing the trust’s name and address is included.  Draft copies are printed, annotated and changes made. There may be some minor errors such as spelling.   * following appropriate legal, ethical and moral responsibilities   For example:  The learner identifies the sources of their information and checks that all content complies with copyright or privacy legislation. They reference this information in the report using the correct conventions.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements basic procedures to produce a report for a trip by:   * showing accuracy in applying techniques and testing procedures   For example, for spreadsheet software, the learner accurately:   * + inserts/deletes rows and columns as required; enters and calculates numerical data using mathematical formulae   + formats text (font, bold, italics, size, etc.) so it is readable and suitable for purpose; formats numbers appropriately, considering the data type (e.g. money) and accuracy the context requires; sizes and aligns cells (e.g. height, width, align, split, merge); sorts, selects and graphs information   + enters all data   + ensures charts are readable, accurate in terms of calculations, and appropriately labelled.   The learner formats parts of the spreadsheet about the cost of the trip so that it can be inserted into the report. A graph is included that shows the comparison of the costs in percentages. The graph has a title, legend, and only shows the correct information.  For word processing software, the learner accurately:   * + uses headings to break up the text into logical paragraphs about the trip to Wellington and presents the information using bullet points and subheadings and other emphasis formatting to display the information about the activities being done. All of this has been done in a way that creates an effective document.   There are no widows and orphans and the text is placed so that pages are well used. If images are used, the text flows around the images.   * showing independent decision-making in applying techniques and testing procedures   For example, the learner independently:   * + creates the report using two software applications by following the instructions   + decides on and makes effective use of formatting features and a range of design elements   + organises their files (e.g. systematically naming and storing them)   + accurately and independently creates a report that meets specifications and is functional for the intended audience   + independently reviews and tests aspects of the report to test its functionality (e.g. checking calculations to ensure data integrity, checking graphs and tables to ensure they display appropriately, proofreading to ensure errors are eliminated and that no text is missing or in the wrong place, checking for consistent use of styles for headings, bullets, etc.).   Checks are made to ensure all specifications have been met, e.g. a letterhead showing the trust’s name and address is included.  A pie graph is inserted that shows the costs of the trip with appropriate headings, fonts, labels and legend if required. All the information given is correct. All of the specifications given in Resource A are met.  Draft copies are printed, annotated and changes made.   * following appropriate legal, ethical and moral responsibilities   For example:  The learner identifies the sources of their information and checks that all content complies with copyright or privacy legislation. They reference this information in the report using the correct conventions.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements basic procedures to produce a report for a trip by:   * undertaking techniques and procedures in a manner that economises the use of time and resources   For example, the learner accurately and independently:   * + creates a well-structured, accurate, fit-for-purpose document using at least two software applications. They use efficient methods rather than trial and error (e.g. when setting tab stops, margins or bullets), and make effective use of pagination, paragraphing, page breaks and continuous breaks   + enters text and other data using efficient fingering and keyboard shortcuts   + uses spreadsheet software effectively to create graphs (e.g. using the most efficient formulae and labour-saving autofill and labelling options)   + is familiar with a wide range of relevant techniques, procedures and design elements and uses these to implement their design concept (e.g. by selecting labelling, customised alignment, font size and colour, and placing text to ensure maximum readability and usability)   + chooses appealing colours that harmonise with other visual elements in the report; and uses formatting to engage and support the reader (e.g. by ensuring consistency in the layout)   + uses efficient file-management procedures (i.e. names folders and files logically and inserts file name and pathway in the footer)   + creates a report that is functional, suited for the intended audience, and easy to read and digest   + saves the report in alternative formats such as Word and pdf if it is intended for online viewing   + efficiently reviews and tests the data for completeness and accuracy (e.g. checks the results of formulae using a calculator)   + checks that they have met all of the specifications, e.g. a letterhead showing the trust’s name and address is included.   The learner considers the hierarchy of headings and text in the layout of the document. The report has the text laid out in a way that considers the principles of page layout, for instance white space is well used. Headings are used that break up the text into logical paragraphs about the trip to Wellington and the information is presented using bullet points and subheadings and other emphasis formatting to display the information about the activities being done. All of this has been done in a way that creates an effective document.  Tools of the software are used to ensure there are no widows and orphans and the text is placed so that pages are well used. If images are used, the text flows around the images.  A pie graph is inserted that shows the percentages of money being spent on each activity. The graph includes a title, legend, and only shows the correct information. The graph is formatted ready to insert into the report.  All the information given is correct. All of the specifications given in Resource A are met.  The learner prints draft copies and annotates any changes that need to be made and then makes them. There are no errors.  The learner creates the report without using trial and error and uses the space available so that minimum paper and toner are required.  The learner requires no reminding to get on with the work and finds faster ways to complete the report. The learner uses the best tools from inside the software to create the report.   * following appropriate legal, ethical and moral responsibilities   For example:  The learner identifies the sources of their information and checks that all content complies with copyright or privacy legislation. They reference this information in the report using the correct conventions.  *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.