**NZQA**

**Approved**

Achievement standard: 90852 Version 2

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

Level: 1

Credits: 4

Resource title: Building layer by layer

Resource reference: English VP-1.8 v2

Vocational pathway: Construction and Infrastructure

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| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-90852-02-7218 |
| 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: Building layer by layer

Resource reference: English VP-1.8 v2

Vocational pathway: Construction and Infrastructure

Learner instructions

# Introduction

This assessment activity requires you to explain significant connection(s) across at least four texts related to the construction and infrastructure industries. 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

This task comprises three stages. First you need to choose a theme and texts that are relevant to an aspect of the construction and infrastructure 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 construction 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 buildings are more than just bricks and mortar.

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: Buildings are more than just bricks and mortar

Possible texts:

<http://www.nzonscreen.com/title/bastion-point---the-untold-story-1999>

<http://www.tv3.co.nz/Shows/TheBlockAustralia/About.aspx>

<http://www.nzonscreen.com/title/te-marae-a-journey-of-discovery-1992>

<http://tvnz.co.nz/a-rotten-shame/4278295>

<http://www.youtube.com/watch?v=mcaz6N75mjM>

[www.youtube.com/watch?v=p9hmpytgQEI](http://www.youtube.com/watch?v=p9hmpytgQEI)

<http://www.youtube.com/watch?v=RFlIY-YVB8s>

First text

* Text title: *Te Marae: A Journey of Discovery*
* Director: Peter Turei
* Example(s) of this theme: The marae might be the last piece of land still in tribal ownership. It’s like a sanctuary. It’s a place where we might gather as Māori, where we might stand tall, where we may deliver our oratory, where we may identify ourselves, where we can mourn for our dead. It’s a place of belonging – we’ve all got to belong somewhere. Marae have kaitiaki (trustees and committee of the marae, kaumātua and kuia) who accept responsibility for their care and Ahi Kaa, those who remain in the district to ‘keep the home fires burning’.

The marae has helped ‘Māori culture survive the impact of colonisation’. The wharenui of the marae is the physical representation of ancestors, spirituality, ideas and concepts like **Manaakitanga**. After a long struggle with the Crown and the Historic Places Trust, the Ngai Tahu of Kaikoura finally succeeded in building Takahanga Marae on the ancient pa site. Money from local fundraisers and Māori Tourism was channelled into the marae. The kuia said that it was really important that everyone was involved, not just experts. That way, people could learn from them and pass the skills and knowledge down. The project also brought everybody ‘home’ - reunited whānau and introduced close relations to each other. People say that you can judge the health of a community [and culture] by looking at its marae.

* What this shows about the theme: Man-made buildings can hold enormous personal, cultural and spiritual significance for people. People will make sacrifices for them and take on responsibilities/challenges because of what these buildings represent or symbolise. This can ultimately strengthen the community.

Second text

* Text title: Grand Designs: Brighton - Revisit
* Writer: Kevin McCloud
* Example(s) of this theme: With little hope of being housed by the Brighton council, a small group of people (travelers, unemployed people or those on a low income) decided to work together to build their own houses which they would rent from the council and national housing association, who put up most of the money for the project. “Their ambition was to build more than just homes.” “Of course I want an affordable place to live. But I have a dream of Poppy [his daughter] and the other kids having somewhere nice to grow up in. That drives us all.” “We want our children to live in a safe secure environment where they can have a childhood.”

It was not an easy way to get a house. It was an ambitious and stressful project. The work could be dangerous (placing wooden frames onto the concrete foundation, putting on eco-roofs) or boring and repetitive (constructing noggins/dwangs). “At the time when we were building, it did seem like a long drawn out struggle… but it’s absolutely worth it.”

Their children were proud of their achievements: “It’s just wonderful to think our parents did that much work to build our future” and “My life’s been amazing here. If my kids could have the same thing, I think it would be great.”

* What this shows about the theme: This shows that houses are more than shelters. They represent the hopes and aspirations of people who will make sacrifices and undergo hardship to achieve them. However, the struggle also empowered and enriched the lives of those involved.

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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 construction and infrastructure industries, 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 – Building layer by layer

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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 Te Marae I saw that people will make sacrifices for buildings and take on responsibilities/ challenges because of what these buildings represent or symbolise. “It’s a place where we might gather as Māori, where we might stand tall, where we may deliver our oratory, where we may identify ourselves, where we can mourn for our dead.”*The learner expresses what this shows about the significance of buildings to people: *This text taught me that man-made buildings can have huge personal/emotional and cultural significance for people. The value they place on the building can motivate their actions.**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:*People will make sacrifices, undergo hardship, take on responsibilities/challenges because of what some buildings represent or symbolise. For example, in ‘Te Marae: The journey of discovery,’ Ngai Tahu took on the Crown in a long and expensive court case so they could build a marae on their ancestral land. The Ngai Tahu of Kaikoura regained the cultural heart of their community, united whānau, and developed skills and knowledge that could be passed down to others.**During the London Blitz, Hitler singled out St Paul’s Cathedral. Its design and building symbolised British pride and heritage. Winston Churchill said “At all costs, St Paul’s must be saved.” Civilian Defence brigades, including the St. Paul's Fire Watch, protected the structure from fire, and at one point an unexploded bomb was removed at great risk from the roof of the cathedral.* *In each of these examples, the significance of buildings outweighed the sacrifice or challenge people experienced. Struggle also empowered those involved. St Paul’s Cathedral survived and became a powerful and inspiring symbol of resistance for British people in a dark time, sending a message to the world that “Britain can take it”.* *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:*On some projects, there can be conflict between the industry and clients/stakeholders over things like costs, timing and build quality. As a builder, you are more likely to deliver quality service if you understand that buildings are more than sticks and stones or bricks and mortar as the saying goes. They can represent a sense of identity and belonging, security, dreams, and hopes. Buildings mean different things to different people and this might explain people’s different perspectives and actions on a project; the different perspectives of an architect who sees the building in terms of the idea/impact/legacy and a project manager who sees the success of a project in terms of product within budget and in time. For example in ‘Bastion Point: The Untold Story’, Pat Gaines, the Superintendent of NZ Police who was responsible for the eviction of Ngati Whatua, initially saw it as a “logistical exercise” to implement a Crown order and planned for a potentially very violent encounter. He remembered that after an hour of silent confrontation between police and protesters, “the protesters led by the elders began singing hymns. That was just shattering. It was really moving. That was when one realised that here was something sacred, and there seemed to be a peace come over the place.” He and others came to understand the significance of the building and land from a Māori perspective, and violence was avoided.**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.