**Year 9 Mountains - Assessment 1**

**Topic: Water Safety**

This term your **focus** in Health and English has been **water safety**.

In Aotearoa New Zealand, water is important for identity, wellbeing, enjoyment, nourishment, and mahinga kai. It is important for us to develop positive relationships with water, including the skills and knowledge you need to be safe in, on, and around it.

**Task:**

This is an **individual** assessment. Create a digital **pamphlet** **(A4), poster (A3) or video** for students your age on the topic of water safety.

Submit your document both digitally on Mission Heights Online **AND** on paper as a printed version, or email/share your video to your teachers (Miss Tipene & Mr Shin).

Your pamphlet/poster/video must include the following:

* What water safety is
* Information on one of the following topics: Life jackets, lake/ocean/pools, water safety rules, the 4 R’s of a rescue, or rips (3 R’s)
* Where to find help & advice
* Explanations in your own words
* Pictures/visuals that relate to your content
* An eye-catching design, engaging and suitable for students of your age

In English you will be assessed on:

* Using effective visual techniques to attract the attention of the reader
* Using effective verbal techniques to attract the attention of the reader
* Giving a clear message in words to promote water safety
* Using a variety of precise language to add detail to what is happening
* Using effective images to support your message of promoting water safety
* Using a writing style that is appropriate to the purpose and your audience

Deadline **Term 1, Week 11 Thursday 11th April 2024 by 3pm??? (TBC)**

**Achievement Objective:** Access and use information to make and action safe choices in a range of contexts - Water Safety.

| **Criteria** | **Working Towards** | **At** | **Above** | **Beyond** |
| --- | --- | --- | --- | --- |
| **Knowledge of Water Safety** | You have used information to make safe choices in a range of activities. | You have demonstrated and described some responsible behaviours for safety during activities | You have demonstrated and described responsible behaviours for safety during activities. | You have demonstrated and explained responsible behaviours for safety during activities. |
| **Accuracy In Writing** | You used a range of punctuation accurately most of the time. These are intrusive at times, but readers can infer meaning | You made some errors, but minimal reader inference is needed as meaning is mostly clear | You carefully edited your writing to ensure you have few intrusive errors and meaning is consistently clear | You carefully edited your writing to ensure you have no intrusive errors and meaning is consistently clear |
| **Time Management** | You have not completed your assessment by the due date: | You completed your assessment by the due date: | You completed your assessment by the due date: | You completed your assessment by the due date: |

**Resources shared with students:**

[Water Safety Brainstorming Graphic Organiser](https://docs.google.com/document/d/1AWW3zL1FuuWzcHViTGRBWAaFz_bACHoDhdU_oWEydmI/edit)

[Water Safety Planning Graphic Organiser](https://docs.google.com/document/d/1Ln_aWEZdEqKt239v0i_UV_IlqMPurdzx73Wru9bRXMQ/edit)

[Water Safety Scaffold](https://docs.google.com/document/d/1GWU_TKON76mDGTFjMEhcEE7qasTy9uu_sHOYkoG8uZM/edit)

English criteria:

**KNOW**: Text creators choose text structures to create meaning. These structures can be combined and recombined for particular effects.

**KNOW**: Language works at both denotative and connotative levels. There is a gap between the language we choose to convey an idea and how the idea is understood. Our language choices and how we interpret language can reveal our values and beliefs.

|  | Working Towards  Curriculum Expectation | At  Curriculum Expectation | Above  Curriculum Expectation | Beyond  Curriculum Expectation |
| --- | --- | --- | --- | --- |
| Understanding text  conventions (incl Purpose and audience) | You are working towards forming and communicating clear ideas in a text, using some conventions and  characteristics (including verbal techniques) which are appropriate for the text’s purpose and audience most of the time  (Structures and conventions include visual techniques, verbal techniques, tone and register) | You have created a text that is relevant to the task, often including appropriate and deliberately selected  structures and conventions which support the text’s purpose and ideas  (Structures and conventions include visual techniques, verbal techniques, tone and register) | You have created a text that is relevant to the task,  consistently including  appropriate and deliberately selected structures and conventions which are linked to the text’s purpose and ideas  (Structures and conventions include visual techniques, verbal techniques, tone and register) | You have created an  effective text which conveys ideas and purpose through deliberate use of structures and conventions.  (Structures and conventions include visual techniques, verbal techniques, tone and register) |
| Language Use [Vocabulary and Language Devices] | You are working towards using language and  tone/style that shows a  growing understanding of the needs of your audience and may include some  language techniques | You have used interesting language (including some language techniques) and a writing style which is appropriate to your audience | You have started to control your use of interesting language/techniques relevant to your topic, as well as a writing style appropriate to your audience | You have deliberately used a wide range of language features effectively while sustaining a writing style which is appropriate to your audience |
| Accuracy in Writing | You have made errors in grammar, spelling and/or punctuation which are intrusive and affect meaning. | You have made errors in grammar, spelling and/or punctuation which are intrusive at times, but readers can infer meaning. | You have made minor  errors. Meaning is consistently clear. | You have made few to no intrusive errors. Meaning is consistently clear. |