



National Certificate of Educational Achievement
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2008

Internal Assessment Resource

Subject Reference: **Information Management 1.1**

Internal assessment resource reference number:
IM/1/1_C5

Chewing Gum

Supports internal assessment for:

Achievement Standard: 90030 v2

Enter text from provided material and by direct entry composition

Credits: 2

Date version published:

August 2008

**Ministry of Education
quality assurance status**

For use in internal assessment
from 2008

Teacher Guidelines:

The following guidelines are supplied to enable teachers to carry out valid and consistent assessment using this internal assessment resource.

Context/setting:

This assessment resource is based on observation, by the teacher, of the process of text entry.

Conditions:

This activity will be conducted within a classroom period and length of time, but will be dependent on the size of the class (e.g. 15 students may require half a period but a class of 30 may require the full period).

The teacher provides a passage for text entry, and a direct entry composition 'starter' within the same theme, and assesses each student against the achievement standard using the check sheet provided.

For sufficiency, it is recommended that students complete assessments for this achievement standard on at least two occasions. This assessment resource provides for one of these opportunities. Alternatively, a teacher may assess students during the year by the use of 'naturally occurring evidence throughout the year'. The check sheets for individual students should be retained so that an appropriate judgement can be made across the specified assessment occasions. Alternatively, teachers could use a result summary sheet.

Resource requirements:

The students are issued with a worksheet which contains the passage and a choice of direct entry 'starters'.

Additional information:

This activity can be easily adapted by using passages of text drawn from a wide range of sources.

Self and peer reporting is a useful tool for pre-testing to prepare students for this assessment.

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Student Instructions Sheet

You will complete this assessment at a specified time (**teacher to insert clear instructions about the time and place for your assessment**).

This assessment is based on observation of the process of text entry by the teacher. The assessment will take place in your usual teaching room using equipment you are familiar with.

A passage for text entry, and a choice of direct entry composition 'starters' within the same theme, are given. You must do both tasks.

The passage is entitled "Chewing Gum". The 'starter' ideas for direct composition are based on the same theme.

Provided data for text entry - Enter this text as directed by your teacher

Chewing Gum

All recipes for chewing gum manufactured today share the same main ingredients: a gum base, sweeteners (primarily sugar and corn syrup), and flavourings. Some also contain softeners, such as glycerine and vegetable oil. The amount of each added to the mix varies as to which type of gum is being manufactured. For example, bubble gum contains more of the gum base, so that your bubbles don't burst...especially during class!

Though gum manufacturers carefully guard their recipes, they all share the same basic process to reach the finished product. Preparation of the gum base at the factory, by far the lengthiest step, requires that the raw gum materials be melted down and sterilized in a steam cooker, and then pumped to a high-powered centrifuge to rid the gum base of undesirable dirt and bark.

Once the factory workers clean the melted gum base, they combine the base with sugar, corn syrup, and flavouring oils, such as spearmint, peppermint and cinnamon. While still warm, they run the mixture between pairs of rollers, which are coated on both sides with powdered sugar, to prevent the resulting ribbon of gum from sticking. The final pair of rollers comes fully equipped with knives, which snip the ribbon into sticks, which yet another machine individually wraps.

The gum base used in these recipes is, for the most part, manufactured, due to economic constraints. In the good old days, the entire gum base came directly from the milky white sap, or chicle, of the sapodilla tree found in Mexico and in Guatemala. There, natives collect the chicle by the bucketful, boil it down, mould it into 25-pound blocks, and ship it directly to chewing gum factories. Those with little or no self-restraint, chew their chicle directly from the tree, as did New England settlers, after watching Indians do the same.

The concept of chewing gum stuck, and continues to play a vital role in our economy, largely due to the many benefits associated with its use. Sales of chewing gum first began in the early 1800s. Later, in the 1860s, chicle was imported as a substitute for rubber, and finally, for use in chewing gum. The pure pleasure derived from enraging a schoolteacher by blowing bubbles in class, or from annoying a co-worker by snapping it, is only one of the attractions of chewing gum. Chewing gum actually helps to clean the teeth, and to moisturize the mouth, by stimulating saliva production, which helps to neutralize tooth-decay-forming acids left behind after eating fermented food.

The muscular action of chewing gum also helps to curb a person's appetite for a snack or for a cigarette, to concentrate, to stay alert, to ease tension, and to relax one's nerves and muscles. For these very reasons, the armed forces supplied soldiers with chewing gum in World War I, World War II, in Korea, and in Vietnam. Today, chewing gum is still included in field and combat rations. In fact, the Wrigley Company supplied chewing gum to be distributed to troops stationed in Saudi Arabia during the Persian Gulf War. It is safe to say that chewing gum has served our country well.

Direct entry starters: Compose, directly onto the keyboard, approximately half a page of text on one of the following:

- What would be the main reasons you/your friends chew gum?
- Describe a situation where you or a friend either sat in gum or got it on your clothes.
- How many different ways do you know to get chewing gum off clothes? Describe them...
- Spat out chewing gum flattens out, attracts dirt and makes our pavements look filthy. Can you think of some ways to deal with this problem?

Assessment Schedule: IM/1/1_C5 - Chewing Gum
AS90030 v2 – Enter text from provided material and by direct entry composition

Evidence – The student is observed producing the required text by both entering text from the provided data, and by direct entry composition. The grade judgement is made across both tasks.

Grade	Judgement
Achievement	<ul style="list-style-type: none"> Text is entered using acceptable finger pathways (i.e., all fingers and recognised direction and placement are used). Safe working practices are applied.
Merit	<ul style="list-style-type: none"> Text is entered competently (with confidence but some hesitation) using acceptable key/finger pathways. Safe working practices are applied.
Excellence	<ul style="list-style-type: none"> Text is entered efficiently (with confidence and fluency) using acceptable key/finger pathways. Safe working practices are applied.

TEACHER CHECK SHEET	Student Name _____				
<p>The student demonstrates:</p> <ul style="list-style-type: none"> efficient entering of text and using acceptable key/finger pathways application of safe working practices 	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> Potential for Excellence				
<p>The student demonstrates:</p> <ul style="list-style-type: none"> competent entering of text using acceptable key/finger pathways application of safe working practices 	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> Potential for Merit				
<p>The student demonstrates:</p> <ul style="list-style-type: none"> acceptable key/finger pathways application of safe working practices 	<table border="1" style="display: inline-table; vertical-align: middle;"> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> <tr><td style="width: 20px; height: 20px;"></td><td style="width: 20px; height: 20px;"></td></tr> </table> Potential for Achievement				

Name of student _____

Date of observation _____

Name of teacher/assessor _____