**NZQA**

**Approved**

Achievement standard: 90853 Version 2

Standard title: Use information literacy skills to form conclusion(s)

Level: 1

Credits: 4

Resource title: Tree house toolbox

Resource reference: English VP-1.9 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-02-2015-90853-02-7222 |
| 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 carry out an independent inquiry into an issue that affects your local construction and infrastructure providers. As you carry out your inquiry, you will use your information literacy skills to form a conclusion or conclusions on your chosen issue.

You are going to be assessed on how you use information literacy skills to form perceptive conclusions that create new ideas. Your conclusion(s) need to be based on the information you have gathered and must be clearly connected to the purpose of the inquiry. You can express your conclusion(s) as opinion, judgement, solution or decision.

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

## Part 1: Choose an issue

You need to choose an issue related to construction and infrastructure that interests you. The issue, for example, could relate to an aspect of safety, efficiency, effectiveness, commercial viability, environmental impact or design. The issue needs to give you the opportunity to think about different viewpoints. You will present your findings to an appropriate audience.

For example, one learner was asked by a local parents’ group to investigate building regulations for domestic tree houses. The parents knew that there were specific safety requirements for swimming pools, but were concerned about whether they should be following any regulations when building tree houses for their children. They asked the learner to present his findings at the next local parents’ meeting.

Make sure that your chosen issue allows you to use information literacy skills to form perceptive conclusions (see Resource A for an outline of the information process).

Before you move to the next step check your chosen issue with your assessor/educator to ensure it allows you to achieve the standard.

## Part 2: Frame your inquiry

Frame your inquiry so that the information you gather allows you to draw perceptive conclusions (see Resource B for suggestions to get you started). You will need to develop your conclusions into an appropriate format. In this example, the learner has developed his conclusions into a talk for the parents’ group who asked him to find out about building requirements and safety issues for tree houses.

Brainstorm the issues involved in this inquiry to make sure that you have plenty of scope for your investigation. Include what you already know along with what you wish to find out. For example if the issue relates to the safety of domestic tree houses, think about the fact that playgrounds now have extensive safety features and domestic pools need permits and fences, but what about tree houses? Are there not safety issues there as well?

Develop your key questions. Decide on at least two key questions that relate to your issue. For example a question relating to a construction issue in New Zealand like ‘What are the safety issues involved in children’s tree houses?’ would only allow you to gather information, but would not allow you to form conclusions. A better question would be ‘Should there be regulations around the construction of children’s tree houses in domestic gardens?’

You must show your questions to your assessor/educator for approval before moving to the next step.

## Part 3: Investigate your questions

Search for information. Find information about your key questions in at least six sources. Make sure this includes a range of sources such as from books, magazines, the internet, newspapers, TV or radio programmes or personal interviews.

Create a data chart that records the data you gather. Set it up so you can see which ‘side’ the arguments/evidence align to (see Resource C for an example of a chart that has been started for the tree house issue inquiry).

Evaluate your sources: are they ‘trash’ or ‘treasure’. You may find it useful to use different coloured highlighters for the evidence for each different focusing question, or using underlining, notes, annotations etc. Incorporate your evaluation in the data chart or create a new chart for evaluation (Resource C incorporates evaluation with resource gathering). The question to focus on is “Has the evidence gathered helped to address the focus question and is it a reliable source?”

Organise your research notes, for example use a clear file with copies of highlighted sources, or set up a chart as a Word document. Remember to reference your sources.

## Part 4: Present your conclusion(s)

Your conclusion(s) needs to be based on the information you have gathered and related back to your key questions. Your conclusion(s) needs to create new ideas and knowledge and can include opinions, judgements, decisions and/or solutions.

In your presentation show evidence of:

* forming an inquiry or hypothesis
* developing your inquiry by forming appropriate questions
* forming a perceptive conclusion(s) which integrates what you already know about your issue, together with the information you have gathered in your inquiry and any recommendations you might make.

# Resources

## Resource A: Information literacy skills

Information literacy skills include:

* framing your inquiry
* selecting and using appropriate inquiry methods and processing strategies
* understanding question types (open, unbiased)
* understanding key word strategies
* being aware of a range of sources (written, oral, visual, media and internet)
* understanding how to evaluate sources − trash or treasure − ‘trash’ sources are not related to your inquiry, while a ‘treasure’ source relates strongly to your key questions
* using scanning and skimming to select relevant sources (involves highlighting key words and phrases in your texts)
* recording details from the sources you will refer to or quote in your report
* using note-making strategies (for example bullet points, charts, keeping records of source material)
* locating and checking the sources for your existing knowledge.

## Resource B: Inquiry process – where to start

Build some background knowledge on the issue by:

* recording what you know already about the issue and how you know this. Sources may be found on the internet, in newspaper articles, on TV, or in magazines
* looking for some preliminary information from different stakeholders, for example construction and infrastructure business owners, employees and/or customers.

Briefly record ideas from several viewpoints in order to understand the range of views on the issue.

Draw up a PMI (Plus, Minus, Interesting) ideas chart to help you in forming your conclusion(s).

## Resource C: Examples from a learner’s data/evaluation of sources chart

Note: You cannot use any of the modelled examples for this assessment task.

### Source 1

<http://www.lead.ece.govt.nz/ManagementInformation/EstablishingAnECEService/EstablishingACentreBasedService/~/media/Lead/Files/Establishing/DevelopingPlaygroundsGuide.pdf>

Although this was by one council it was official and probably similar to all councils. The requirements are very specific: safety surfaces for anything over 500 mm, height restrictions, etc.

Evaluation: Useful as it showed that there were heaps of regulations for building things, it didn’t mention tree houses but did include lower things like decks and forts which still needed safety surfaces and building requirements.

### Source 2

<http://www.thetreehouseguide.com/faq-legalities.htm>

This was a question and answer site. One question was about building regulations. It said they vary from area to area. It stated ‘Tree houses are generally classed as “temporary structures”, like a garden shed. In this case, there will be a maximum height restriction of around 4 m (16 feet) – this is from ground level to peak of roof, so is easy to exceed when building a tree house.’

Evaluation: This seems to me to be much higher than any of the playground buildings but there is nothing mentioned about safety covering on the ground or the building itself.

### Source 3

<http://www.aucklandcouncil.govt.nz/EN/ratesbuildingproperty/BuildingConsents/DoINeedBuildingConsent/Pages/Home.aspx>

This was the official Auckland Council Building Consent website. It listed constructions that do and do not require building consent. I could not find anything about safety under the building (as required in the playground). It also referred the reader to ACC documents which might be more useful.

Evaluation: The facts were a bit vague. You obviously need to talk to an inspector with your plans. But there seems to be nothing about a safety covering on the ground at all.

### Source 4

<http://www.ashburtondc.govt.nz/NR/rdonlyres/3D9673E8-DEB1-4BEC-AB87-EF7D29865168/60246/SwimmingPoolFencingADC.pdf>

This was useful as it told me that pools over 400 mm of water need fencing.

Evaluation: If this much water is dangerous, surely falling from a height of 4 metres is dangerous, particularly if the ground underneath is hard.

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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 carry out an independent inquiry into a topical issue based around construction and infrastructure. As learners carry out their inquiry, they will use information literacy skills to form perceptive conclusion(s) on their chosen issue.

# Conditions

This is an individual activity.

The learner must choose the issue independently but it must be approved by the assessor/educator before the learner moves on to the next step. Check that learners have chosen issues that can be considered from at least two different viewpoints.

Learners can choose key questions independently, but they must be approved by the assessor/educator before the learner moves on to the next step.

# Resource requirements

Learners will select their own texts as part of their inquiry. These texts may be written, oral, and/or visual. Learners should be encouraged to choose a range of varied source types.

# Additional information

Methods of collecting evidence should reflect learners’ needs and the nature/context of your learning programme and the facilities/environment you work in.

You may select a more appropriate method of collecting evidence without influencing the intent or validity of this task, for example it could include an electronic portfolio or blog/wiki.

## Other possible contexts for this vocational pathway

Examples of other contexts for which this assessment activity could be adapted include issues concerning ventilation and air conditioning installers, demolition, trenching, plant machinery, concrete pipe installation etc.

# Assessment schedule: English 90853 – Tree house toolbox

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner uses information literacy skills to form conclusion(s) on a chosen issue by:   * framing the inquiry within an authentic and relevant construction and/or infrastructure context based on carefully considered information needs within the industry. This may include identifying an area or direction for investigation, or posing question(s)   For example:  *People couldn’t understand why playgrounds have quite detailed safety requirements and domestic pools need permits and fences, but constructions like tree houses do not seem to need building consents or permits, although there are safety issues, so I investigated for my talk to the parent group if there should be regulations around the construction of children’s tree houses in domestic gardens.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material gathered. Notes were taken using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc. Recording source details such as title, author, publication place and date.   * evaluating the reliability and usefulness of selected information in relation to the inquiry   For example:  The learner used different highlighters to evaluate the usefulness and reliability of the information in addressing the focus questions.   * forming conclusion(s). This involves creating ideas and knowledge based on information gathered in the inquiry. This may include expressing an opinion or judgement, reaching a decision, or suggesting a solution   For example:  *…the regulations around swimming pools are very definite and have no exemptions, and domestic swimming pools are regularly inspected by a buildings consent officer. Children’s playgrounds have regulations regarding the ground around any elevated building and they have height and building stability regulations (reference given) so I think that it should be compulsory for tree houses in a garden to be the same. It is just as dangerous for a child to fall …*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses information literacy skills to form convincing conclusion(s) on a chosen issue by:   * framing the inquiry within an authentic and relevant construction and/or infrastructure context based on carefully considered information needs within the industry   For example:  *People couldn’t understand why playgrounds have quite detailed safety requirements and domestic pools need permits and fences, but constructions like tree houses do not seem to need building consents or permits, although there are safety issues, so I investigated for my talk to the parent group if there should be regulations around the construction of children’s tree houses in domestic gardens.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material gathered. Notes were taken using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc. Recording source details such as title, author, publication place and date.   * evaluating the reliability and usefulness of selected information in relation to the inquiry   For example:  The learner used different highlighters to evaluate the usefulness and reliability of the information in addressing the focus questions.   * forming convincing conclusion(s). This involves creating ideas and knowledge based on information gathered in the inquiry. This may include expressing an opinion or judgement, reaching a decision, or suggesting a solution   For example:  *…the detail that is provided for children’s playgrounds, swimming pool fencing etc. (reference given) is quite specific. The fact that tree houses are usually temporary buildings is probably why regulations are not as specific as other buildings. It still seems to come down to the fact that the only definite way to know what you can and cannot build is to ask the local building authority. When I rang and spoke with the inspector (reference given) he agreed with me that …*  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner uses information literacy skills to form perceptive conclusion(s) on a chosen issue by:   * framing the inquiry within an authentic and relevant construction and/or infrastructure context based on carefully considered information needs within the industry   For example:  *People couldn’t understand why playgrounds have quite detailed safety requirements and domestic pools need permits and fences, but constructions like tree houses do not seem to need building consents or permits, although there are safety issues, so I investigated for my talk to the parent group if there should be regulations around the construction of children’s tree houses in domestic gardens.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material gathered. Notes were taken using different coloured highlighters for the evidence for each different focusing question, underlining, an annotation, etc. Recording source details such as title, author, publication place and date.   * evaluating the reliability and usefulness of selected information in relation to the inquiry For example:   The learner used different highlighters to evaluate the usefulness and reliability of the information in addressing the focus questions.   * forming perceptive conclusion(s). This involves creating ideas and knowledge based on information gathered in the inquiry. This may include expressing an opinion or judgement, reaching a decision, or suggesting a solution   For example:  *...there is a question of appropriateness and common sense that needs to be applied here. Presumably that is why the building codes (reference given) do not specify in detail tree house requirements. The various sites that contain tree house designs (reference given) give quite detailed plans. Building permits, would, I imagine, be reasonably easy to obtain if using one of these. However there is still the question of the ground beneath. Presumably it is envisaged that tree houses will be over a grassed rather than a concrete area but this is not explained in any written document available at the time of this research. The ACC inspector I spoke with, however, stated that … (reference given).*  *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.