**NZQA**

**Approved**

Achievement standard: 90853 Version 2

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

Level: 1

Credits: 4

Resource title: Issues with community gardens

Resource reference: English VP-1.9 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-02-2015-90853-02-7226 |
| 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 social and community services. 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 opinions, judgements or possible decisions.

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

Choose an issue related to social and community services that interests you. The issue could relate to work conditions or provision of services for example. 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 interested in setting up a community garden. He was aware that he and his fellow students did not eat a lot of vegetables and wondered if being involved in a community garden might motivate them to perhaps ‘eat what they grew’. He lived in an area with a lot of student flats with limited or no garden space, so he thought a community garden could be a good idea. He also thought it might be an interesting social activity for the neighbourhood. This learner decided to investigate the possibility of starting a community garden, and then present his conclusions as a submission for funding and an allocated area to the local council.

The chosen issue must allow 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.

You cannot use any of the modelled examples provided in this assessment task.

## 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 written submission to the local council.

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 community gardens, the learner starts thinking about who runs the community garden being set up near his home. What happens when the main organiser leaves? Where do the plants and seeds come from? Who decides who gets to keep and eat the produce?

Develop your key questions. Decide on at least two key questions that relate to your issue. For example a question relating to community gardens, such as ‘What are the issues involved in running a community garden?’ would only allow you to gather information, but would not allow you to form conclusions about the possibilities and limitations of setting up community gardens. A better question would be ‘Should community gardens be run and organised by local councils?’

Obtain your assessor/educator’s approval of your questions 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 a social and community services 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 question/s. 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 keyword 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 social and community services 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 these modelled examples in this assessment task.

### Source 1

<http://ecomatters.org.nz>

This was a useful site as it was Auckland-based and current, and talked about activities in 2013. It had lists of all the sorts of things you need to do to organise a community garden.

Evaluation: Useful as it showed how much was involved, even like what kind of garden- allotments, communal, mixed, teaching gardens, community orchards, neighbourhood garden networks etc. It showed there was a lot more to it than just planting stuff.

### Source 2

A resource on the Diabetes Project Trust website at: <http://www.dpt.org.nz/>.

This was interesting as this was a community garden system organised by health boards, and their focus was getting people to eat healthier, like people with diabetes. This one was in Tuakau.

Evaluation: Good because they said what they could do to help if you wanted to set up a community garden. Like help with budget, start-up advice, workshops, funding applications and a mini starter kit (and other things). They had a manager and this is what I have been thinking about the gardens – someone who knows what they are doing.

### Source 3

<http://www.gardentotable.org.nz/>

This site is about teaching children to grow healthy food. They started in 2011 and have three schools involved and are aiming for more. They are working on a project at Wynyard wharf as well.

Evaluation: I thought this was a good site because it is a sort of community garden but is aimed at just school children, which is a good idea because if you get them interested in growing good food then you will help their children in the future too.

### Source 4

<http://gentleworld.org/10-protein-packed-plants/>

This was a useful site because it listed 10 healthy protein-packed plants that you could grow – so it was encouraging people to grow and eat plants instead of eating so much animal fat.

Evaluation: Interesting as I didn’t know you could get protein from plants, so these would be good things to grow. But it still needs someone to organise and know how to do these things otherwise it probably wouldn’t happen.

Vocational Pathway Assessment Resource

Achievement standard: 90853

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

Level: 1

Credits: 4

Resource title: Issues with community gardens

Resource reference: English VP-1.9 v2

Vocational pathway: Social and Community Services

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 an issue relevant to social and community services. As they carry out their inquiry, they will use information literacy skills to form perceptive conclusions about their chosen issue.

# Conditions

This is an individual activity.

Model key parts of the inquiry process to ensure learners focus on the process.

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.

The learner 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

Learners interested in healthcare choose an issue which interests them, and then create a website which demonstrates their conclusions.

Learners aiming to train in the defence forces choose an issue which is relevant to them, and then create a wiki on their conclusions.

# Assessment schedule: English 90853 – Issues with community gardens

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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 social and community services 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:  The learner thought that a community garden in his local area would be a good idea. He wanted to find out the value of community gardens to a community and if it was something that local councils should be involved with.   * 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:  *… One lady I interviewed (reference given) who lived near a community garden said she went there sometimes and had made some good friends. But she didn’t do much work there and didn’t go much now because it was mainly weeds. It sounds as if people have stopped working on it and this is what could happen if there is no real organisation.*  *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 social and community services context based on carefully considered information needs within the industry   For example:  The learner thought that a community garden in his local area would be a good idea. He wanted to find out the value of community gardens to a community and if it was something that local councils should be involved with*.*   * 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:  *… there are a number of community garden sites and they seem to be all around the country. I liked the eco matters site (reference given) because it set out all the different jobs that need to be done and that might help make sure that the garden kept on going successfully. It seems that the more organised they are the better chance of succeeding, whether it is a council or other community organisation that runs it.*  *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 social and community services context based on carefully considered information needs within the industry   For example:  The learner thought that a community garden in his local area would be a good idea. He wanted to find out the value of community gardens to a community and if it was something that local councils should be involved with.   * 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:  *…I read about several community gardens (reference given) but found that this one (reference given) showed that clear organisation gave the garden an extra sustainability factor. For example, the organiser was paid and the garden was organised on very holistic and cyclical patterns. The leader was clearly thinking ahead, for example the free range hens had cleared all the grubs and bugs from around the vegetable beds, meaning that there was no need for any sprays etc. Also, the chicken manure was fed back into the garden along with the compost that they made themselves from materials everyone brought along. However, some gardens such as this one seemed to have just died off (reference given). Another garden (reference given) talked about fertilisers and antibiotics, but the chickens in the sustainable one were healthy and no chemicals were used at all. The community garden had just gone into jam and pickle making as well and the money was being used to buy seeds, plants and tools. I don’t think that this level of production and organisation would have been possible with just volunteers. The manager had a roster and …*  *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.