

Internal Assessment Resource

English Level 1

EXPIRED

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| This resource supports assessment against:  Achievement Standard 90853 version 2  Use information literacy skills to form conclusion(s) |
| Resource title: Let’s Get Real! |
| 4 credits |
| This resource:   * Clarifies the requirements of the standard * Supports good assessment practice * Should be subjected to the school’s usual assessment quality assurance process * Should be modified to make the context relevant to students in their school environment and ensure that submitted evidence is authentic |

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| Date version published by Ministry of Education | January 2015 Version 3  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-01-2015-90853-02-4418 |
| Authenticity of evidence | Teachers must manage authenticity for any assessment from a public source, because students may have access to the assessment schedule or student exemplar material.  Using this assessment resource without modification may mean that students’ work is not authentic. The teacher 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. |

Internal Assessment Resource

Achievement Standard English 90853: Use information literacy skills to form conclusion(s)

Resource reference: English 1.9B v3

Resource title: Let’s Get Real!

Credits: 4

Teacher guidelines

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

Teachers need to be very familiar with the outcome being assessed by Achievement Standard English 90853. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing students against it.

Context/setting

This activity requires students to carry out an independent inquiry into a self-selected topic, using their information literacy skills to form conclusion(s). The activity described here is designed to be an outline. You will need to adapt and expand it for particular contexts in which students can use their information literacy skills to complete the tasks.

Conditions

None

Resource requirements

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

See Resources 1–4 for useful support for students.

Additional information

The mode in which students present their conclusions could be assessed against writing and oral presentation standards. If this is done, ensure that the work presented for assessment is developed sufficiently in order to meet the criteria for both standards. Refer closely to the relevant standards, including the Explanatory Notes and Conditions of Assessment guidelines.

Some useful websites to scaffold the teaching of Information literacy skills include:

**Skimming:** <http://web2.uvcs.uvic.ca/elc/studyzone/570/pulp/hemp1.htm>

**Advanced Boolean searching:** <http://lib.colostate.edu/tutorials/advboolean.html>

**Notemaking:** <http://www.readwritethink.org/materials/factfrenzy/opening.html>

**EPIC:** <http://www.tki.org.nz/r/epic/> (school user name and password needed)

**INNZ:** <http://www.tki.org.nz/e/tki/innz/> (school user name and password needed).

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Achievement Standard English 90853: Use information literacy skills to form conclusion(s)

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Resource title: Let’s Get Real!

Credits: 4

| Achievement | Achievement with Merit | Achievement with Excellence |
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| Use information literacy skills to form conclusion(s). | Use information literacy skills to form convincing conclusion(s). | Use information literacy skills to form perceptive conclusion(s). |

Student instructions

Introduction

This assessment activity requires you to carry out an independent inquiry into a topic that is of interest to you, using your information literacy skills to form conclusion(s), and to then present your results to the class. The topic may arise out of other class work or it may be chosen in consultation with your teacher.

You may collect information in- and out-of-class time.

You will be assessed primarily on whether your presentation shows that you have carried out a systematic inquiry that leads to a perceptive conclusion or recommendation based on the information gathered.

Task

Choose a topic and frame your inquiry

Choose a topic that is relevant to the real world. It could involve:

* solving a real life problem, for example, child obesity, Swine flu or another major health problem/pandemic
* an issue in the news, for example, “Should the police use taser guns?” or “Should the downloading of music be legal?”
* choosing between two options, for example, tougher penalties for criminals or rehabilitation, single sex versus co-educational schools, or meat eater or vegetarian
* an issue in your school, for example, “Should the school become greener?”
* an issue in your community, for example, “Should a new sports stadium be built in the area?”

Discuss with your teacher the topic you have in mind. Your inquiry must be based on something of interest and relevance to you. Record the reason for your choice or the trigger for your inquiry.

Work through the first stages of the inquiry process:

* predict possible views
* build background knowledge (you could set up a class blog to find out others’ views about your topic)
* form a hypothesis (an opinion or starting point that you will proceed to test through your inquiry, using the evidence that is available, for example, “Single sex schools are better than co-educational schools”).

Investigate your hypothesis

Formulate at least two key questions that relate to your issue.

Search for information relating to your key questions. Access at least three different types of resources (written, oral, and/or visual) from books, the media (radio, TV, newspapers, magazines), and the Internet.

Evaluate your sources. Draw up a data chart to record evidence of your evaluation.

Organise your information

Form a conclusion that is based on the information you have gathered and clearly connected to the purpose of your inquiry. It may involve a new or original suggestion. You can express your conclusion as opinion(s) or judgment(s), decision(s), or possible solution(s).

Select your method of presentation

Choose how you will present the results of your inquiry. For example, you could:

* make a recommendation to an organisation
* write a letter of recommendation, based on your information, to the government, your local council, your school principal, or your school’s board of trustees
* present a persuasive speech to your classmates
* design a poster/flyer based on your information for display at school
* use a computer slide-show to present an “expert’s seminar” to your classmates
* write an article for your school newspaper
* write an entry for Wikipedia.

Create your presentation

* state your hypothesis and the questions you have used to test your hypothesis
* describe your inquiry
* form conclusion(s), integrating prior knowledge with information you have gathered in your inquiry and using this to create new ideas and knowledge, including recommendations for future action where appropriate.

Submit or make your presentation.

Resources

Resource 1: Information literacy skills

Information literacy skills include:

* framing your inquiry
* selecting and using appropriate inquiry methods and processing strategies
* understanding question types
* understanding keyword strategies
* being aware of a range of sources
* understanding how to evaluate sources
* using scanning and skimming to select relevant resources
* recording details from the sources you will refer to or quote in your report
* using note-making strategies
* locating and checking the sources for your existing knowledge.

Resource 2: Evaluating sources of information

An example (abridged) of a suitable chart:

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| **Source** | **Reliable/useable?**  **yes/no/maybe** | **Why? Why not?** |
| The Zoo (series 10) Greenstone Entertainment | Yes | Family focus, “good news” TV but also aims to be educational – shows how animals housed/cared for/how keepers trained/what programmes Auckland Zoo is part of with other zoos to breed the animals |
| <http://www.animalliberation.org.au> | Maybe | Single view or perspective because organisation (animal liberation) looks like it’s fighting for animal rights. Isn’t necessarily an expert view. |
| <http://www.bbc.co.uk/ethics/animals> | Yes | BBC a reliable organisation but is part of media – not always a balanced view, dealing with both sides of the issue. Angles slightly biased to create audience interest. |
| “Panda, inc” by Lynne Warren in the *National Geographic* July 2006 | Yes | Lots of popular stuff (text about panda babies and cute pictures) but based on research. Describes American zoo programmes and huge cost/difficulties of international animal exchanges. Breeding programmes getting good results now. Good question about why some animals (pandas) become public favourites. |
| <http://www.associatedcontent.com> | No | Emotive language (“Zoos are prisons for innocent animals”) shows clear signs of bias. Site doesn’t show whose site it is – associated content? Who might they be? |
| The New Zealand Herald | Yes  Yes  Maybe | 1. Factual articles about replacing Kashin 2. Strong opinion pieces by writers, who are identified Bridget Vercoe (NZ mgr for World Society for the Protection of Animals) and Brian Rudman (a columnist focusing on Auckland issues) 3. Letters and responses to place your comments – strong personal views |

Resource 3: Self-evaluation

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| Uses information literacy skills effectively | My evidence | Teacher comments |
| My inquiry is based around an area of interest that is currently in the news. | Press clippings about Kashin’s death/ how Burma will cope/whether to get more Asian elephants for Auckland Zoo/whether elephants should be kept in captivity, etc  Several letters to the editor  The Zoo/Wild Vets (TV series) |  |
| I have formed a hypothesis (starting point). | My hypothesis is a point for debate: There may be more negative than positive reasons for keeping animals in captivity. |  |
| I have decided on at least two appropriate questions. | Suitable questions:   * What are some of the possible reasons for keeping animals in captivity? * What are some of the possible reasons for not keeping animals in captivity? |  |
| I have identified at least two different viewpoints. | Different viewpoints identified:   * Zoos help to preserve endangered animals and educate the public. * Zoos are unnatural ways of keeping animals to entertain people. Zoo cages = cruelty to animals. |  |
| I have found and selected reliable information. | A range of sources (newspapers, books, magazines, websites, TV, film) which lets me compare approaches and info  Graphic organiser to help sort my info  Data charts to record source evaluations  Photocopies with short notes  Best “treasures” noted down (with sources) |  |

Resource 4: Beginning to organise your information

An example of an organiser that can be used for mapping positive or negative points and linking these to relevant sources.

Positives

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| **What is the claim?**  Zoos help save animals at risk of dying out | |
| **What is the evidence?**   * Zoos make/share new discoveries about the animals. * Breeding programmes with other zoos – NZ or other countries to make sure animals don’t get inbred. * In NZ, zoos work with Dept of Conservation. * NZ zoos support preservation programmes in other countries (contributing money and sending staff to take part). * Zoos release animals back into the wild where appropriate e.g. 55 Brothers Islands tuatara back to an island in Ck Strait. * A safe place, when there might not be many safe places left in the wild. | **What are my sources?**   1. www.aucklandzoo.co.nz 2. TV series “The Zoo” 3. www.wellingtonzoo.com 4. “Panda, inc” by Lynne Warren National Geographic July 2006 5. “Gorillas in the Mist” (film) |
| **What are the “buts”?**   * Have zoo programmes really saved at-risk species? * Zoos cost a huge amount of money (from govts or councils) and also have to do a lot of fundraising – e.g. “up close” or night time visits with animals – is this good for the animals? * Could the money for zoos be spent on saving animals in the wild? | **What are my sources?**   1. “Zoos: Myth and Reality” by Rob Laidlaw at www.zoocheck.com/articlepdfs – 10,000 zoos worldwide, only 16 species self sustaining because of breeding programmes – thinks zoos use conservation as a buzz word. 2. Bridget Vercoe (NZ mgr for World Society for the Protection of Animals) opinion in NZ Herald (19/8/2010) on the negatives of keeping/breeding large animals like elephants. 3. www.visitzealandia.com – a predator fenced, urban sanctuary that people can visit and more tui, kaka now appearing in Wellington suburbs as well. 4. http://www.doc.govt.nz/conservation e.g. kakapo breeding programme on a predator (and tourist) free island. |

Negatives

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| **What is the claim?**  Zoo cages are cruel | |
| **What is the evidence?**   * Still some old-fashioned cages at NZ zoos (small, barred “concrete and metal”, smelly swimming pools etc). * Still signs of “cage behaviours” – bored unhappy animals without enough room/ things to do/ family group or mates. * Even with bigger cages and better practices, some natural conditions really hard to imitate e.g. for elephants. * Some zoos really hard on the animals e.g. petting zoos in tourist areas and some can be unsafe. | **What are my sources?**   1. www.safe.org.nz 2. www.peta.org 3. Bridget Vercoe (NZ mgr for World Society for the Protection of Animals) opinion in NZ Herald (19/8/2010) and Brian Vercoe column NZ Herald (16/8/2010). |
| **What are the “buts”?**   * Modern caging has changed in many ways – holding areas bigger, set up like wild environments, with different groups of animals sharing when that’s safe etc. * Keepers know more now e.g. behaviour enrichment programmes, making sure animals are kept in family groups or have company. * Animal diets good and first class vet care provided by Auckland and Wellington Zoos. * Life in the wild extremely harsh for some animals. * Many wild habitats really unsafe because of poaching or wars e.g. gorillas in Rwanda. | **What are my sources?**   1. www.aucklandzoo.co.nz 2. The TV series “The Zoo” 3. TV series “Wild Vets” about vets who work with zoos and in the wild and the zoo hospitals 4. www.wellingtonzoo.com 5. “Panda, inc” by Lynne Warren *National Geographic* July 2006 6. “Gorillas in the Mist” (film) |

Assessment schedule: English 90853 Let’s Get Real!

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student uses information literacy skills to form conclusions. Conclusions can be presented in appropriate oral, written and/or visual forms.  Using information literacy skills means:   * framing the inquiry within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation, or posing question(s)   For example:  *Enquiry topic: Will using tasers be useful for the police? Focusing questions: Will the use of tasers help police safety? What are the advantages and disadvantages in using tasers?*   * selecting and using appropriate strategies for locating and processing information   For example:  *Using at least 6 sources of information. Notes are 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:  *How the evidence gathered helped to address the focusing questions and the reliability of the evidence used.*  Forming conclusion(s) 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 * evaluating the conclusion(s).   For example:  *The police's safety (extract)*  *The television programme said that the number of crimes is increasing and police are being killed or injured every day by criminals when police go to help some innocent person. Bryony Brown, a policewoman interviewed said that people treat the police very badly and that they definitely need something to help them protect themselves. The police need to have some way of protecting themselves and tasers could be the answer.* | The student uses information literacy skills to form convincing conclusions. Conclusions can be presented in appropriate oral, written and/or visual forms.  Using information literacy skills means:   * framing the inquiry within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation, or posing question(s)   For example:  *Enquiry topic: Will using tasers be useful for the police? Focusing questions: Will the use of tasers help police safety? What are the advantages and disadvantages in using tasers?*   * selecting and using appropriate strategies for locating and processing information   For example:  *Using at least 6 sources of information. Notes are 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:  *How the evidence gathered helped to address the focusing questions and the reliability of the evidence used.*  Forming convincing conclusion(s) involves creating ideas and knowledge based on information gathered in the inquiry that are clear and connected to the purpose of inquiry. This may include:   * expressing an opinion or judgment, reaching a decision, or suggesting a solution * evaluating the conclusion(s) * there may be some unevenness in the conclusion(s).   For example:  *The police's safety (extract)*  *Statistics show that the safety of police officers is becoming a problem as the rate of violent crimes rises. Bryony Brown, a policewoman interviewed in the television programme Sunday, describes the public's treatment of officers: "You're treated lower than a piece of dirt. You're verbally abused, not only physically abused." The public's cooperation is crucial if police are to work efficiently. Without it, officers' lives will be risked even further. This year alone, two officers- Constable Wilkinson and Sergeant Wootton-have been deliberately killed while on duty: an unprecedented number. Having tasers could help the police protect themselves in these risky situations.* | The student uses information literacy skills to form perceptive conclusions. Conclusions can be presented in appropriate oral, written and/or visual forms.  Using information literacy skills means:   * framing the inquiry within an authentic and relevant context based on carefully considered information needs. This may include identifying an area or direction for investigation, or posing question(s)   For example:  *Enquiry topic: Will using tasers be useful for the police? Focusing questions: Will the use of tasers help police safety? What are the advantages and disadvantages in using tasers?*   * selecting and using appropriate strategies for locating and processing information   For example:  *Using at least 6 sources of information. Notes are 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:  *How the evidence gathered helped to address the focusing questions and the reliability of the evidence used.*  Forming perceptive conclusion(s) involves creating ideas and knowledge based on information gathered in the inquiry that are clear and connected to the purpose of the inquiry and show some insight or originality in thought or interpretation of the ideas gathered. This may include:   * expressing an opinion, making a judgment or recommendation, reaching a decision, or suggesting a solution * evaluating the conclusion(s) * questioning or challenging ideas or information collected * there may be some unevenness in the conclusion(s).   For example:  *The police's safety (extract)*  *The safety of police officers is becoming a problem as the rate of violent crimes rises. Statistics given in the current events programme Sunday estimates that, from police research, six officers are injured on duty every single day. These injuries are the result of attacks on officers, and these attacks are putting everyone in danger-especially the victims that the police are trying to protect. Bryony Brown, a policewoman interviewed in Sunday, describes the public's treatment of officers: "You're treated lower than a piece of dirt. You're verbally abused, not only physically abused." The public's cooperation is crucial if police are to work efficiently. Without it, officers' lives will be risked even further. This year alone, two officers- Constable Wilkinson and Sergeant Wootton-have been deliberately killed while on duty: an unprecedented number. Incidents like these show that the police are facing more risks than they should be. Whether or not arming officers with tasers will completely reduce this extra risk is unknown, but what is evident is that police are definitely in need of a better method of self-defence.* |

Final grades will be decided using professional judgement based on a holistic examination of the evidence provided against the criteria in the Achievement Standard.