**NZQA**

**Approved**

EXPIRED

Achievement standard: 90853 Version 2

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

Level: 1

Credits: 4

Resource title: Angling for trout

Resource reference: English VP-1.9 v2

Vocational pathway: Primary Industries

|  |  |
| --- | --- |
| Date version published | February 2015 Version 2  To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90853-02-7223 |
| 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

Achievement standard: 90853

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

Level: 1

Credits: 4

Resource title: Angling for trout

Resource reference: English VP-1.9 v2

Vocational pathway: Primary Industries

Learner instructions

# Introduction

This assessment activity requires you to carry out an independent inquiry into an issue that affects your local primary industries. 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

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

For example, the president of the local freshwater anglers’ club asked one learner to look at the arguments for and against commercial trout farming and fishing. The club was aware that pressure was being put on government to legalise trout farming and they were worried about the impact that this could have on the recreational fishing clubs. The president asked the learner to present his findings at the next meeting of the angling club.

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.

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 talk for the angling club which was concerned about the impact on recreational fishing if commercial trout farming and fishing were legalised.

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 the trout fishing example, the learner started by thinking about the fact that the only way you can eat trout in New Zealand is if you or a friend catch it yourself. This led him to ask why it is that you can buy salmon but not trout. Would the fact that someone could buy trout mean that people stopped fishing?

Develop your key questions. Decide on at least two key questions that relate to your issue. For example a question relating to trout fishing, like ‘Why can’t you buy trout in a New Zealand restaurant?’ would allow you to gather information, but would not allow you to form conclusions about the possibilities and limitations of trout fishing. A better question would be ‘Should commercial trout fishing and farming be allowed in New Zealand?’

Obtain your assessor/educator’s approval for 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 trout fishing and farming 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. 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 primary industries 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 learner’s data/evaluation of sources chart

Note: you cannot use any of the modelled examples in this assessment task.

### Sources for commercial trout fishing and farming

### Source 1

<http://homepaddock.wordpress.com/tag/trout-farming/>

This was an article published on November 19, 2011. It is pushing for trout farming to be legal and states that salmon farming hasn’t hurt fishing so why should trout be any different.

Evaluation: Useful as it made sense – what is the difference? It mentioned Don Nicolson, president of Federated Farmers, who seems to be keen on the idea so that is a big group to push for it.

#### Source 2

Article in the *Marlborough Express* on April 19, 2012 by Penny Wardle:

<http://www.stuff.co.nz/marlborough-express/news/6769966/Sanford-pushing-for-trout-farming>

Mr Eric Barratt is the Sanford managing director who is lobbying the Government to lift its ban on trout farming so it could grow the species in places such as the Marlborough Sounds. Mr Barratt believes that commercial farming of trout could work as well as recreational fishing.

Evaluation: Useful as there is obviously a company that is ready to farm trout. So it is a possibility.

### Sources against commercial trout fishing and farming

#### Source 1

Article by Darren Greenwood in the National Business Review, July 5, 2012: <http://www.nbr.co.nz/article/fiw-try-carp-not-trout-minister-says-lf-131838>.

This quoted David Carter, Primary Industries Minister, saying that trout farming will remain banned for at least another three years. The New Zealand Customs Service last month extended its prohibition order on the fish until November 2015. This was a blow for Sanford who wanted the law to change. He talked about salmon and carp farming instead of trout.

Evaluation: Useful in that it has a date when it will be looked at again so that gives time for some changes after that. He did say that they are looking at supporting salmon farming and other sustainable fish farms so perhaps they just need to make a better case.

#### Source 2

<http://www.hunting-fishing.co.nz/categories/freshwater-fisheries.html>

This site gives details about fishing safaris, and trout fishing seems to be big business for overseas tourists. They do professionally guided fishing tours and multi-day safaris in North and South Islands.

Evaluation: These businesses wouldn’t have so many customers probably if trout was just available anywhere. It made it sound really special that they could show you where to get the best fish. They make the point that New Zealand is quite different from other countries. It also said ‘Estimates put the economic generation of trout fishing at $70 million a year’.

Vocational Pathway Assessment Resource

Achievement standard: 90853

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

Level: 1

Credits: 4

Resource title: Angling for trout

Resource reference: English VP-1.9 v2

Vocational pathway: Primary Industries

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 primary industries. As learners carry out their inquiry, they will use information literacy skills to form perceptive conclusions on 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.

It may be possible for you to select a more appropriate method of collecting evidence without influencing the intent or validity of this task. Examples of these methods could include an electronic portfolio or blog/wiki.

# Assessment schedule: English 90853 – Angling for trout

|  |  |  |
| --- | --- | --- |
| 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 primary industries 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 angling club didn’t know what effect commercial trout farming would have on their very lucrative recreational fishing clubs. They knew that submissions were being made to parliament to legalise trout farming. They wanted to know the advantages and disadvantages, the impact and consequences of trout farming and fishing on their own organisation, so they could prepare themselves.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material he 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:  *… Mr Orman of the Marlborough Recreational Fishers Association (reference given) said that allowing commercial fishing and farming could allow diseases − sometimes fish escape and get into the rivers. This could destroy spawning grounds. But surely diseases could get into the rivers and streams where the trout are anyway ...*  *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 primary industries context based on carefully considered information needs within the industry   For example:  *The angling club didn’t know what effect commercial trout farming would have on their very lucrative recreational fishing clubs. They knew that submissions were being made to parliament to legalise trout farming. They wanted to know the advantages and disadvantages, the impact and consequences of trout farming and fishing on their own organisation, so they could prepare themselves.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material he 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 commercialisation of trout farming is said to be a serious risk in terms of disease which outweighs any advantages. Although the pro-legalisation lobby have argued that this also applies to any fish, there are differences … Trout are freshwater species and have a different biology from salmon. Also trout are edible when they have spawned, so I can see the argument that trout could be poached in large numbers … and we might end up with a situation like many of our shellfish (reference given).*  *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 primary industries context based on carefully considered information needs within the industry   For example:  *The angling club didn’t know what effect commercial trout farming would have on their very lucrative recreational fishing clubs. They knew that submissions were being made to parliament to legalise trout farming. They wanted to know the advantages and disadvantages, the impact and consequences of trout farming and fishing on their own organisation, so they could prepare themselves.*   * selecting and using appropriate strategies for locating and processing information   For example:  The learner created a data chart that recorded and categorised the material he 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:  *... It does seem possible to have trout fishing as a substantial tourist earner and develop commercial trout farms as well, as some of the lobbyists argue. Those against seem to be mainly recreational angling clubs (reference given) and I imagine they have a vested interest in maintaining control of trout … There seem to be strong opposition to continued banning of commercialisation from Federated Farmers (reference given) who see opportunities for jobs and trade potential, which seems less to do with self-interest. It also seems possible to put in place safeguards against poaching, disease risks (site reference) etc.*  *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.