**NZQA**

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EXPIRED

Achievement standard: 90853 Version 2

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

Level: 1

Credits: 4

Resource title: Taking issue

Resource reference: English VP-1.9 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-90853-02-7225 |
| 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 hospitality 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 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 assessor/educators will read the leaner instructions and modify them if necessary to suit their learners.

# Task

## Part 1: Choose an issue

Choose an issue related to a local hospitality provider that interests you. The issue could relate to products, safety or hygiene, customer needs or wants, 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 decided to investigate an issue that she experienced while working part-time as a waiter in a local restaurant. She had a number of customer queries regarding the range of food choices on the restaurant’s menu. Some customers wanted to know if the products were dairy free, or if there was a meat free option, and others needed to know about the gluten content of some foods. This information was not available on the menu, and the kitchen staff indicated that there were no dairy free or gluten free options. The learner decided to investigate how possible it would be to offer a range of food choices that catered for a range of dietary needs and preferences. The learner decided to present her conclusions in a written submission to the restaurant manager.

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 her conclusions about offering a variety of food options into a written submission for the manager of the restaurant where she works.

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, for the restaurant menu example, the learner had been thinking about the customer questions about the foods that were available on the restaurant’s menu. She thought about whether they should think about having vegan, vegetarian and gluten-free options on their menus. The learner knew that often restaurants have disability access, so why not provide food for different types of people as well? On the other hand, she could also see that restaurants might feel that they had the right to choose the kind of food they provided themselves?

Develop your key questions. Decide on at least two key questions that relate to your issue. For example, a question such as ‘What do KFC and McDonald’s offer in the way of vegetarian meals?’ would allow you to gather information, but would not allow you to form conclusions about the possibilities and limitations of having vegetarian options in restaurants. A better question would be ‘Shouldrestaurants be encouraged to offer at least one vegan, one vegetarian and one gluten free option on their menus?’

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 and set up a 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).

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 the 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 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 the modelled examples in this assessment task.

### Groups/opinions in favour of requiring restaurants to offer vegan, vegetarian and gluten-free meals

#### Source 1

<http://www.celiac.com/articles/21587/1/Traveling-and-Eating-Gluten-Free-at-Restaurants/Page1.html>

The author talks about types of restaurants, and how to order your food to be made gluten-free. This person feels you should not be discriminated against because you have a health concern. It is not about requiring restaurants to do this but how to ask for it – but you need to be confident that you can do this.

Evaluation: Useful source – author shows that it is not difficult to get chefs and cooks to change menus and food preparation to accommodate different food types.

#### Source 2

<http://www.hrc.co.nz/report/chapters/chapter05/disabled02.html>

Human Rights Act: the legislation says buildings must provide access for the disabled unless this affects the rights of other people. So why can this not extend the requirement for mandatory vegetarian and/or vegan food options? Many restaurants are doing it anyway, so why not make it compulsory?

Evaluation: Useful as it is the Human Rights Act and so this is the law. It is a good place to start so I know what the law actually is.

### Very strong views against requiring restaurants to offer vegan, vegetarian and gluten-free meals

#### Source 1

<http://www.goodreads.com/author/quotes/1124.Anthony_Bourdain>

People like Anthony Bourdain who will not accommodate vegetarians: ‘Vegetarians, and their Hezbollah-like splinter faction, the vegans ... are the enemy of everything good and decent in the human spirit.’ He adds, ‘Oh, I'll accommodate them, I'll rummage around for something to feed them, for a 'vegetarian plate', if called on to do so. Fourteen dollars for a few slices of grilled eggplant and zucchini suits my food cost fine.’

Evaluation: This man has his own style of cooking so he will not change. Does he let patrons know that he will not cater for alternative food types? Not sure. Will investigate. It shows that he doesn’t want to – it is not his style and he is not interested. He is just one chef but he may be typical of many chefs. Need to find what other chefs think.

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Vocational pathway: Services 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 that affects their local hospitality providers. 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.

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 retail/sales could investigate how sales targets work.

Learners interested in fashion could investigate ‘sweatshop’ clothing manufacturing.

Learners interested in travel/tourism could investigate the impacts of online sales/marketing on travel agency sales.

# Assessment schedule: English 90853 – Taking issue

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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 services 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*:*  *Customers needed to know whether the restaurant had vegetarian and gluten-free etc. food choices. Some wanted to know if there was a vegan option. I wanted to investigate whether this was possible, whether it prevented the restaurant from specialising in their own types of menus, whether it would be too expensive and/or practical etc.*   * 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 learner provides conclusions that may be opinions, decisions and/or solutions based on information gathered from identified sources that show the reasons why vegan, vegetarian and gluten-free meals can be, but also may not be, a problem for some restaurants:  *… many of the recipes he used included ingredients that were necessary and did not have substitutes to suit vegans … but also provide counter information as well … However, I read on an Italian website (reference given) that there are ways of creating vegan pasta with tofu instead of meat ...*  *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 services industries context based on carefully considered information needs within the industry   For example:  *Customers needed to know whether the restaurant had vegetarian and gluten-free etc. food choices. Some wanted to know if there was a vegan option. I wanted to investigate whether this was possible, whether it prevented the restaurant from specialising in their own types of menus, whether it would be too expensive and/or practical etc.*   * 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 learner provides convincing conclusions that are clear and connected to the purpose of the inquiry. The conclusions may be opinions, decisions and/or solutions based on information gathered from identified sources that show the reasons why vegan, vegetarian and gluten‐free meals can be, but also may not be, a problem for some restaurants:  *… statistics (reference given) show that the number of vegans and vegetarians in New Zealand is increasing and restaurateurs should be aware of this and take it into account in terms of their marketing strategies. Although the manager of the Italian restaurant I interviewed stated ... he also conceded that there were alternatives … which he was prepared to consider ... However in our discussion about gluten-free wheat, he said that this posed problems, which were supported by my research (reference given) … I suggest 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 services industries context based on carefully considered information needs within the industry   For example*:*  *Customers needed to know whether the restaurant had vegetarian and gluten-free etc. food choices. Some wanted to know if there was a vegan option. I wanted to investigate whether this was possible, whether it prevented the restaurant from specialising in their own types of menus, whether it would be too expensive and/or practical etc.*   * 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:  The learner provides perceptive conclusions which are clearly connected to the purpose based on information gathered from identified sources and that show insight as to why vegan, vegetarian and gluten-free meals can be, but also may not be, a problem for some restaurants:  *… apart from the number of people who choose vegan and vegetarian food for ethical reasons (animal rights, reference given) the number of people who now regard eating less dairy and meat products as a healthier option was increasing (reference given). In fact Italian cuisine is well regarded (reference given) as being a particularly healthy diet and the restaurant manager (see data chart) I spoke with agreed that this could be an interesting marketing strategy − offering Italian cuisine that catered to particular needs/tastes could become a niche market of its own ... I think there are interesting possibilities here for …*  *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.