English AS 90853 / 1.9 Version 2:

Use information literacy skills to present conclusions

Credits: 4

Cultivating the Context

| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| --- | --- | --- |
| 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 Sheet

Your task is to conduct an enquiry into an aspect of a text you are studying currently or have studied this year in English.

Every text that you study or read is situated in a context. This context could be historical, social, political, cultural or personal.

You will:

1. Choose an aspect of the text to enquire into – the topic or context;
2. Frame your enquiry by posing key questions;
3. Investigate the key questions by selecting information from a range of sources;
4. Evaluate the information you have found and the sources of the information;
5. Form conclusions; and
6. Present your conclusions in a written or oral format.

For example, if you decide to follow the class focus on War you might consider:

*The changing role of women in war*

*Conscientious Objectors or PTSD*

*The importance of commemoration and memory*

*The Maori Battalion*

*The connections Hastings has to war*

*The ANZAC alliance*

*The use of animals in war*

An important feature of this assessment is how you demonstrate your information enquiry skills. The process is as important as the product, detailed enquiry leads to a detailed product.

**Note:**

1. If you take information directly from a source, it must be in quotation marks.
2. You must include references for your sources so that it can be seen where your information is from. This may be in a works cited or notes section format depending on your chosen style of presentation.

You will be assessed on how well you:

* Propose questions for your topic.
* Select and use appropriate strategies for locating and processing information;
* Evaluate the usefulness and reliability of information in relation to the focus of the enquiry.
* Form convincing and perceptive conclusions in a written report.

*Form 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.

**Task 1: The focus of your enquiry – the topic or context.**

Brainstorm the various contexts for the text(s) you have studied and how you could explore these contexts further. Consider as many as possible that would provide interesting and rich areas to explore in depth.

The example below focusses on our theme of war:

*Historical Context – Women in War*

*Look at the changing roles of women in war – what were they allowed to do during the First World War / The Second World War compared to what they are allowed / able to do today.*

*How have attitudes changed toward women’s involvement in war?*

*The changes that occurred after women had been allowed to take on men’s jobs once the war was over – particularly the Second World War*

**Task 2: Framing your enquiry – the key questions**

Once you have decided on a focus for area to focus your enquiry, you need to develop **at least three** **key questions** about the context you have chosen. These questions will allow you to select relevant information and will help you form your conclusions later. Once you start selecting information and researching your topic, you may need to alter your questions. The questions you devise should be:

* Open (not closed questions which just have a yes/no answer)
* Unbiased
* Lead to interpretation and forming conclusions, rather than recalling facts.

Aim to use questions like “how” and “why” rather than “what” as these will allow you to interpret the information you find. If you need to use a question that asks for information, you can add to it to make it more interpretive.

For example, if the focus of your enquiry centred on the connections Hastings and New Zealand have to war, your questions might be:

*What is the significance of the Hastings War Memorial Library and where did all the artefacts in the memorial room come from?*

*What role did these people play in the war, why are they remembered, and what can we learn from their actions?*

*How does Hastings / New Zealand show its recognition and remembrance of these times?*

**Task 3: Investigating your area of enquiry**

1. **Finding**

You are now ready to find sources and select information to help you develop your conclusions. You need to **locate at least 6 sources** and these should be selected from written, visual and / or oral sources. These texts should be selected independently.

When using the Internet, you can use keywords to help you search for information. You will need to select the sources, which you think will give you the most information that is relevant and reliable for your investigation.

1. **Selecting**

You need to select and locate relevant information. This information has to be recorded and correctly referenced to show evidence of the process you have followed, and to help you with your final report. **Complete a data chart** like the chart in **Resource A** **or a form of recording your relevant information in way that is acceptable to your teacher**.

**Task 4: Evaluating your information and sources**

You need to think carefully about the validity and usefulness of the information you have found. Sometimes information is presented that is little more than opinion with no support or it may be biased. You need to be able to distinguish information, which is robust and reliable from information that might be less reliable. Think about:

* where the websites have come from that you have used;
* the authors of the books you are using. Do the authors have agendas they want to promote? What are the credentials of the authors?

Complete a chart like those in Resource A to evaluate the information and the sources. You may decide to reject some of your material once you have evaluated its reliability and usefulness.

**Task 5: Forming your conclusions**

Review your information and begin to make connections between what you have discovered in your enquiry and how it relates to your text. The quality of your conclusions will be important in deciding your final grade. You form a conclusion when you create new information from the material you have or when you interpret the information. This will require you to read between and beyond the lines. Conclusions are based on information as opposed to opinions that are drawn from prior knowledge and not substantiated.

**Task 6 Presenting your conclusions**

Your report will contain:

1. An introduction outlining the focus of your enquiry.
2. You will then answer each question you posed in turn.
3. A short conclusion should finish your report.
4. Your conclusions must be evident **all through** your report and not just at the end.

You can present your report as

A written piece that addresses each of your questions in turn

A seminar presentation that includes photos / powerpoint slides / clips etc

A piece of Creative Nonfiction (see exemplar A)

Exemplar extracts can be found at: <http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards/English/Level-1-English>

**Milestones:**

Term 1: Week 5 planning and questions, Week 7 Log 1, Week 9 Log 2

Term2: Week 2 Log 3, Week 6 Log 4, Week 10 Log 5

Term 3: Week 3 Log 6, Week 5 Draft 1, Week 6 Draft 2, Week 7 final presentation (TBC depending on exams)

**Resource A**

## Topic

I am going to research . . . .

## Three questions / areas of focus:

## List of Sources

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| --- | --- | --- |
| Title of source | Place found | Oral, visual, written |
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## Data Chart

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| Question  Source | Question 1 | Question 2 | Question 3 |
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## Evaluation Chart

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| Source | Evaluation of source/information | Reliability |
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**Exemplar A: Creative Nonfiction Extract:**

**ANZAC 2015**

4.45 am. Hastings is still; the blanketing fog invades my many layers. There is an eerie silence this time of the morning. Hands fisted in pockets, my breath mists as I stride out trying to create warmth with every step. We walk quietly. As we draw near a hush settles over the gathering crowd, a sense of anticipation and reverence haunts the whispers and softened voices; the occasion makes demands of its own. The insidious mist muffles the steady beat of feet on tarmac but fails to dampen spirits. As the parade passes we follow at a respectful distance and head toward the cenotaph. Red blankets bathe the trees; poppy petals appear luminous in the artificial light, a considered brush of colour on the inky darkness out of which they grow. This morning’s National Anthem carries the pride of the 8000 who are there, and the service begins. Together we remember those who “risked and lost their lives on that beach, and in other major battles including Messines, Passchendaele and the Battle of the Somme, [whose] courage and compassion we remember each ANZAC Day.” Qualities that have become known as the Spirit of the ANZAC and are forever etched in the hearts of New Zealanders.

As part of this year’s commemorative proceedings there is an unveiling. Major General Sir Andrew Russell was one of Hawke’s Bay’s “most famous and admired sons”, Mayor Yule tells the crowd, “he earned a fearsome reputation for his tactical skills, insistence on strict discipline, care for his men and his personal courage. Under his leadership, the New Zealand force was regarded as one of the finest in the allied army. On his return from war he was greeted with a hero’s welcome in Wellington, and hailed in Maori as ‘Ariki Toa’: the fighting chief sent forward to lead.”

Sir Russell’s men were instrumental in the seizure of Chunuk Bair and his efforts at Gallipoli earned him a knighthood. He led the New Zealand Division in France and was tasked with the capture of the town of Messines. After Messines, some of the New Zealand Division were stationed at Brocton Camp on Cannock Chase. The number of connections New Zealand has to the chase is surprising; there is something heartening about the ties my parents’ favourite walking area has to what is now my second home. It makes the distance smaller. Under the supervision of the New Zealand troops, German prisoners of war built a model of the Belgian village of Messines. This terrain model, believed to be the last of its kind, helped save thousands of lives. Homes, churches, trenches were all depicted in painstaking detail. The New Zealand troops gifted the model to Stafford when they left for home. Philip Atkins, leader of Staffordshire County Council, described the recent archaeological dig to uncover the model “as a poignant reminder of those who helped change the course of history for all of us [that] will help the legacy of the men who served at Brocton Camp to be remembered for generations to come.”

As the service draws to its close distant lights break the dark horizon . . .



Note:

Further information, quotes and pictures of the ANZAC Day service can be found on the Hastings City Council website: <http://www.hastingsdc.govt.nz/anzac>. The New Zealand History website (<http://www.nzhistory.net.nz>) has more details on Sir Andrew Russell.

Information on the archaeological dig was taken from “The Excavation and Survey 2013 Report,” written by Martin Brown and Kirsty Nichol and available on the *Staffordshire County Council Great War* website: <http://www.staffordshiregreatwar.com>; “2013 The First World War 1918 Messines Ridge model on Cannock Chase,” by John Wilcock on the *Stafford and Mid-Staffs Archaeological Society* website: <http://www.fcet.staffs.ac.uk/jdw1/samas>. The quote from Philip Atkins came from the article “Cannock Chase War Excavation Extended as More Details Uncovered” on the *Express and Star* website: <http://www.expressandstar.com>.

Geoff Dyer’s quote on memory is from his book *From the Missing of the Somme* printed by Hamish Hamilton Ltd, 1994.

Unless named all photos are by the author.

Assessment schedule: English 90853 Cultivating the Context

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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) * selecting and using appropriate strategies for locating and processing information * evaluating the reliability and usefulness of selected information in relation to the inquiry   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).   *.* | 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) * selecting and using appropriate strategies for locating and processing information * evaluating the reliability and usefulness of selected information in relation to the inquiry   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). | 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) * selecting and using appropriate strategies for locating and processing information * evaluating the reliability and usefulness of selected information in relation to the inquiry   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). |

Further exemplars can be found on the NZQA website

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/subjects/english/annotated-exemplars/level-1-as90853/>