

NZQA Approved

Internal Assessment Resource

English Level 2

This resource supports assessment against Achievement Standard 91105 version 2

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

**Credits:** 4

Resource title: What’s it all about?

**Resource reference:** English 2.8C

|  |
| --- |
| 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
 |

|  |  |
| --- | --- |
| Date version published by Ministry of Education | February 2015To support internal assessment from 2015 |
| Quality assurance status | These materials have been quality assured by NZQA. NZQA Approved number A-A-02-2015-91105-01-9012 |
| 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: 91105

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

Credits: 4

Resource title: What’s it all about?

Resource reference: English 2.8C

Teacher guidelines

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

Teachers 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 students against it.

Context/setting

This activity requires students to carry out an independent inquiry into the ideas behind an article about a current sporting issue. Students will gather information and ideas from a range of sources in order to draw and present perceptive, developed conclusions.

Conditions

This is an individual activity. The authenticity of the student’s work needs to be assured. Model key parts of the inquiry process to ensure students focus on the process.

Resource requirements

Methods of collecting evidence should reflect students’ information 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.

Additional information

None.

Internal Assessment Resource

Achievement standard: 91105

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

Credits: 4

Resource title: What’s it all about?

Resource reference: English 2.8C

Student instructions

Introduction

This assessment activity requires you to carry out an independent inquiry into the ideas behind an article about a current sporting issue. You will gather information and ideas from a range of sources in order to draw and present developed conclusions.

You are going to be assessed on how you use information literacy skills to form perceptive conclusions about the topic of your selected article. 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 to demonstrate what you have learnt and allow you to achieve success in this standard.

Teacher note: It is expected that the teacher will read the student instructions and modify them if necessary to suit their students.

Task

Part 1: Choose a topic

Read through a range of articles, editorials, columns and/or feature articles about sporting issues.

Choose one article as the starting point for your inquiry. For example, some students read articles about the continuing commercialisation of sport.

Part 2: Frame your inquiry

Identify and record the facts and opinions expressed in the example you have selected.

Draw on your own knowledge as well as the knowledge of others to build your background knowledge on the issue.

Formulate effective key questions to help you explore and draw conclusions about the focus of your inquiry.

Part 3: Select and use appropriate strategies to locate and process information

Skim and scan a range of other texts/sources for relevant material about your key questions.

Make notes of key information and evaluate the information you have gathered (i.e. how useful and/or accurate it is). Make sure you reference your sources.

Part 4: Develop your conclusions

Using the information you have gathered, form perceptive, developed conclusions related to the purpose of your inquiry and the original source article. To do this, you need to create new ideas/knowledge/understandings based on the information you have found out.

You could do this by: expressing an opinion, questioning or challenging ideas, making a judgement after weighing the value of evidence from different sources or different points of view, reaching a decision, suggesting a solution and/or making recommendations for the future.

Part 5: Present the results of your inquiry

Present your findings in a written, oral, or visual form or use a combination of these methods. You can use presentation software or create illustrations, diagrams or video to support your work. Ensure that your final presentation includes:

* detailed evidence that you have used key information literacy skills
* references for all gathered information
* evidence that all your conclusions are based on gathered information
* developed, perceptive conclusions for all your key questions

See Resource A for some ideas about how you might carry out these steps.

Teacher note: Support students to choose a suitable format for their final presentation so that they can work within their area of strength.

Resources

Resource A: Some suggestions and examples of the information process

Information literacy skills

Information literacy skills include:

* framing your inquiry, identifying the area for investigation, and posing questions
* understanding and using keyword strategies
* finding information from a range of sources
* using scanning and skimming to select relevant resources and information making notes
* evaluating the reliability of your sources and information.

Choosing your topic

You will need to have access to a range of material about sports issues. Useful sources are newspapers, magazines, databases, online articles, libraries.

The issue on which you finally decide to base your inquiry needs to have enough scope to allow you to find a range of information or viewpoints about it. By choosing an issue that is controversial and supports several viewpoints, you will have a richer source of material from which to form your developed, perceptive conclusions. For example, one student decided to investigate commercialisation in sport after reading an article about “the growing concern that the increasing commercialisation of English football is having harmful effects on both the game itself and its followers” on a University of Otago website.

Examples of other current topics which could be the subject of an investigation:

* the place of technology in sport
* drugs and sport
* sport in schools
* the importance of a good coach
* coverage of women’s sport
* side-line bullying
* amateur/professional status
* public funding of sport
* sports celebrities.

Once you have selected an article and decided on the issue for your investigation, you can embark on the inquiry process.

Framing your inquiry

You can frame your inquiry in a number of ways. You might pose your investigation as a question. For example, “Has the commercialisation of sport been beneficial to both players and spectators?”

Alternatively, you could frame your inquiry as a statement. For example, “The issue of commercialisation of sport is of growing concern.”

Your key questions need to show evidence that you understand effective questioning. For example, effective questions are open and unbiased and invite interpretation rather than recall. Use questions that look at the how and why of an issue or that consider the extent of something. For example, questions on “The issue of commercialisation of sport is of growing concern,” could be:

* why has commercialisation of sport developed so quickly in recent years
* how can we balance the need to pay players and provide comfortable sporting venues and still make it possible for everyone to pay the price of a ticket
* to what extent is commercialisation of sport a natural by-product of our capitalist society?

You may need to change your questions as you develop your ideas, or modify them in some way. Think about the order of your questions too. Some naturally come before others.

Selecting and using appropriate strategies to locate and process information

Searching for information about your key questions requires you finding about six different sources. You must select the sources yourself, and they may be selected from written, oral, and/or visual texts. Possible sources could include:

* books in a local library
* articles in databases accessible via a library, such as EPIC and INNZ
* material on the internet
* current newspapers
* archived newspapers, which may be accessible in your local library’s information file
* DVDs of documentaries
* an interview with someone who has knowledge of your topic or an opinion relevant to your topic.

Organise your research notes, for example, use a clear file with copies of highlighted sources, or set up a data chart. You must include references for your sources. For example: ‘Critically examining the commercialisation of English football: A case for government intervention? by Dr John Hudson, Dept of Social Policy and Social Work, University of York, UK. Cited in SOSOL <http://physed.otago.ac.nz/sosol/v4i1/v4i1hud.htm>’

Processing your information: It is often useful at this stage to organise your ideas so you can see the different ‘sides’ of an issue. Here is an example of a SWOT analysis which is a useful way of mapping positive and negative points about an issue.

SWOT analysis (Strengths/weaknesses/opportunities/threats)

Positives of commercialisation

* Strengths/benefits “In many ways, this influx of additional money into the game has improved football considerably. After a long period of decline, attendances at professional football matches have risen year-on-year and many of the Premier League games are regularly sold out” (Hudson).
* Opportunities “Commercialisation … over time, the competition continued to grow, and by 1958 it consisted of four divisions and ninety-two professional clubs.” (Russell, 1997).

Negatives of commercialisation

* Weaknesses/limitations “I worry that a game in which one individual is deemed to be worth £7 million and whose club must raise the money with ever more lucrative and exclusive television deals, merchandising and expensive seats is a game which may lose touch with its roots” (Tony Blair, 1995).
* Barriers/threats/challenges "the fundamental danger of the current commercialisation is that the fan will no longer feel any 'equity' (have a stake) in the game". Hamil (1999, p.31).

Evaluating your information: You could draw up a separate chart or table and record evidence of the evaluation of your sources and the information you have found, or you could include the evaluation with your data chart.

You need to give reasons for the selection or non-selection of your sources. The question to focus on is “Has the evidence gathered helped to address the focus question and is it a reliable source?” For example:

Source one: The commercialisation of the Volvo Ocean race

<http://crew.org.nz/forum/viewtopic.php?f=49&t=18519>

This was on Volvo’s home page. It talks about the ‘inevitable path towards commercialisation’ and how the original Whitbread route has changed since Volvo took over and now it is much more commercial as the race goes to more commercial markets. I liked the comment made by the skipper (Ken Read) “The fact is we live in a new world. The commercialisation of every sport is real.” The fact that the skipper was prepared to be cited and that it is the home page, reassures me that these opinions are genuine.

Source two: Otago Daily Times 3/06/2008, sports page. “While there is much to be said for keeping sport amateur, in a capitalistic society people will always find means of using their prowess for pecuniary advantage. Good on them. Sport is both a recreation (for participants) and an entertainment (for spectators). We have amateur drama and professional drama for the same reasons. So be it! “

I thought this was very realistic and agree that there will always be companies interested in raising their profile by sponsoring teams and events. This reflects lots of opinions in Otago as people wrote in to the paper and although there were a few who were against it, most agreed with him (in letters to the Editor over subsequent days).

Source three: Te Ara: The Encyclopaedia of New Zealand. <http://www.teara.govt.nz/en/amateurism-and-professionalism/>

This site talked about commercialisation of sports locations, for example, the Westpac stadium and how many others began to become commercial investments. It is all tied up with countries trying to compete with each other to hold events and so they need better and grander stadiums. I thought it was interesting that the encyclopaedia agreed that although it was mainly a good thing, there were others who were not happy: “However, many people were dissatisfied with the changing sporting world. Some complained they felt disenfranchised by corporate involvement in sport and asserted players were no longer loyal to their provinces.” It is good to see that all opinions are counted, not just the majority viewpoints.

Develop your conclusions

Your perceptive, developed conclusion(s) must be based on the information you have gathered and needs to be clearly connected to the purpose of your inquiry. It may involve a new or original suggestion. You can express your developed conclusion as opinion(s) or judgment(s), decision(s), or possible solution(s). You may also include some evaluation of what you are suggesting.

Presenting the results of your inquiry

You can present your findings in a written, oral, or visual form. Ask your teacher for guidance. Whichever method you choose, you must make sure your perceptive, developed conclusions are evident. Note: you cannot use any of the examples given above in your own assessment.

Assessment schedule: English 91105 – What’s it all about?

|  |  |  |
| --- | --- | --- |
| Evidence/Judgements for Achievement  | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The student uses information literacy skills to form developed conclusion(s) about a current sporting topic by:* framing the inquiry around an issue discussed in a published piece of writing
* selecting and using appropriate strategies for locating and processing information
* evaluating the reliability and usefulness of the selected information in relation to the inquiry
* creating and building conclusions based on information gathered in the inquiry. Conclusion(s) may include the expression of an opinion or judgement, reaching a decision, or suggesting a solution. All conclusions must be linked to the purpose of the inquiry

For example:The student uses information literacy skills to form developed conclusions by systematically exploring the consequences and implications of commercialisation in the form of company sponsorships. *This enquiry was formed after reading “Understanding sport sponsorship process from a corporate perspective” (Copeland, Frisby and McCarville).* The student is interested in investigating the idea, which was supported by research, that by supporting local sports teams, employers had a higher than average chance of retaining employees. The student wrote up their conclusions as an article in the school newspaper, in an attempt to encourage local communities to support the school’s sports’ teams in return for commitment and loyalty from employees.The student conducts their own primary surveys as well as their secondary research, in their investigation of the impact of community support for local sports teams. The student selects, uses and evaluates six appropriate sources and uses the gathered information to help build their conclusion about the impact and significance that sponsorship can have on an individual’s perception of the interest an employer has in the community and its people (rather than just the money to be made).The developed conclusions consist of some judgements, but mainly opinion and decisions/recommendations as to how this information could be utilised for the school’s benefit.*The examples above are indicative samples only.* | The student uses information literacy skills to form convincing developed conclusion(s) about a current sporting topic by:* framing the inquiry around an issue discussed in a published piece of writing
* selecting and using appropriate strategies for locating and processing information
* evaluating the reliability and usefulness of the selected information in relation to the inquiry
* creating and building reasoned and clear conclusions based on information gathered in the inquiry. Convincing conclusion(s) may include the expression of an opinion or judgement, reaching a decision, or suggesting a solution. All conclusions must be linked to the purpose of the inquiry

For example:The student uses information literacy skills to form developed, convincing conclusion(s). The student framed their inquiry after reading ‘Media sport, globalisation and the challenges to commercialisation: Sport advertising & cultural resistance in Aotearoa/New Zealand’. (Jackson, Granger and Batty).The student is interested in rugby union’s journey from an amateur game to a highly successful ‘global commodity’. The student is particularly focussed on the battle between cultural values and global commercial interests. This area of interest provided the student with a range of viewpoints (both ‘for’ and ‘against’), and they finally reached a convincing decision: *How are we going to pay for all the sports that we have been accustomed to watching? The answer, plain and simple: commercialisation.*The student selects and uses a range of sources, including sports psychologists, players, coaches, managers and community sources. They evaluated the reliability of the material (incorporated both in the report and in the process notes) and built to a convincing conclusion by dismissing counter arguments with clear details and evidence: *It is commercialisation that has been responsible for the proliferation of teams that can now compete …* The student concludes their feature article with a clear, reasoned judgement: *There are a whole lot of myths … not until you start investigating you realise most of these are completely unfounded …**The examples above are indicative samples only.* | The student uses information literacy skills to form perceptive developed conclusion(s) about a current sporting topic by:* framing the inquiry around an issue discussed in a published piece of writing
* selecting and using appropriate strategies for locating and processing information
* evaluating the reliability and usefulness of the selected information in relation to the inquiry
* creating and building insightful and/or original conclusions based on information gathered in the inquiry. Perceptive conclusion(s) may include the expression of an opinion or judgement, reaching a decision, or suggesting a solution. All conclusions must be linked to the purpose of the inquiry

The student uses information literacy skills to form perceptive conclusions. *The enquiry is framed around questions generated from the article ‘Studying the commercialization of sport: The need for critical analysis’ (Prof. Trevor Slack).*The student develops their investigation from the idea that *Athletes in the major spectator sports are marketable commodities, sports teams are traded on the stock market, sponsorship rights at major events can cost millions of dollars, network television stations pay large fees to broadcast games, and the merchandising and licensing of sporting goods is a major multi-national business.*The student uses, evaluates and integrates evidence from six sources in order to reach perceptive conclusions about the topic. The student’s seminar consistently compares, contrasts, critiques and connects information from all six sources in order to formulate their perceptive conclusions. The listener is guided through the logical sequence of arguments, counter arguments and conclusions. *This article shows …, these include …, all of these aspects influence …, another of my sources …, on the other hand, ..., this article states …, another powerful assertion …* These all help build the inquiry toward a well-reasoned conclusion, displaying insight: *The chief trigger for the continued rise of commercialisation is landed squarely in the hands of the consumer.**The examples above are indicative samples only.* |

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