

# Sigma English Workbook

## NCEA Achievement Standard 1.9 Information Literacy Skills

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# 1 Understanding the Standard

## Achievement Standard 1.9 - Information Literacy Skills AS90853

**Title :** Information Literacy Skills.

**Assessment :** Internal

**Credits :** 4

**Subfield :** English

**Domain :** English Written Language

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Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> <li>Use information literacy skills to form conclusions(s).</li> </ul>	<ul style="list-style-type: none"> <li>Use information literacy skills to form convincing conclusions(s).</li> </ul>	<ul style="list-style-type: none"> <li>Use information literacy skills to form perceptive conclusions(s).</li> </ul>

To pass this standard you will have to **frame an inquiry** on an authentic topic, **locate, process** and **evaluate information** from at least **two sources**, and **present the research as a report** in either an **oral, written** and/or **visual form**.

In preparing for the internal standard examination you will independently **select a topic**, write an **inquiry statement**, **conduct an inquiry** using planning, reading, interviewing, listening, and note taking skills. In addition you will **document sources**, **ask key questions** or **formulate a hypothesis**, **make a judgement** and clearly **record your research processes**.

### Skills Required for Success in this Achievement Standard

- ❑ **Use information literacy skills to form conclusion(s)** : means to take information from a variety of sources in order to answer questions that you pose and make judgements about the overall topic.
- ❑ **Use information literacy skills to form convincing conclusion(s)** : means to pose and answer questions directly and clearly connect independent thoughts and opinions to the overall topic.
- ❑ **Use information literacy skills to form perceptive conclusion(s)** : means to present carefully reasoned thoughts and opinions, based on trends or patterns that can be drawn from the selected information.

## Determining Your Grade - Levels of Thinking

The grades Achievement, Merit and Excellence represent different levels of thinking. This standard requires a student to formulate and answer a **key research question** and **form an hypothesis** as a result. Consider the following two questions.

### Question 1 : *What does the law say about teenagers taking illegal substances?*

This question requires only a simple level of thinking and research in order to answer the question, so the only level you are likely to attain is Achieved.

### Question 2 : *What impact does the taking of illegal substances have on teenagers' friendships?*

This question can be answered showing a simple understanding or a deep understanding. For tasks like this the full range of grades (Achievement, Merit and Excellence) are available and your awarded grade will depend on the level of understanding you display. The key words are 'What impact does ...'

### Achievement Level Thinking

First you need to understand the meaning of the term **use information literacy skills**. Secondly you need to show that you understand the meaning of the term **to form conclusion(s)**. In doing so you will demonstrate that you have understood the task being set. In completing the task you will be reading and writing '**on the lines**'.

### Merit Level Thinking

As well as doing all of the tasks identified for Achievement Level Thinking (above) you will need to demonstrate that you can **form convincing conclusion(s)** as a result of undertaking your research. Your conclusion may be a **decision** or **judgement**, for example on a controversial topic; in doing so you will be reading and writing '**between the lines**'.

### Excellence Level Thinking

As well as doing all of the tasks identified for Achievement and Merit Level Thinking (above) you will need to demonstrate that you can form perceptive conclusions by selecting the **best information** with which to answer the questions you have formulated and make judgement statements to show **your own thoughts** about individual questions and the purpose of the whole topic; in doing so you will be reading and writing '**beyond the lines**'.

### Sitting the Examination

You may be asked to keep your work in a *portfolio* allowing you to work on your research project over a period of time. You will be required to work on the presentation of your information literacy research report under particular conditions set by your school.

## 2 Understanding the Standard

### Connecting AS 1.9 with Other Standards

AS 1.9 is a standard that you can work on throughout the year, both in and out of class. The standard can be closely related to AS 1.5 *Produce formal writing*, AS 1.6 *Construct and deliver an oral text* and AS 1.7 *Create a visual text*. Your teacher will advise you.

#### Researching Experience

The key to achieving this standard is to find a **good research topic** by using a variety of sources. You also need to feed your knowledge base and develop your vocabulary by reading texts especially in the non-fiction section of the library.

In addition, you could read articles from your local suburban newspaper or from one of the major daily newspapers. It is likely that articles and news reports will give you research topic ideas.

Magazines such as the *Listener*, *Creme* and *New Zealand Geographic* will also assist you greatly in expanding your vocabulary and general knowledge. Your school library will most likely hold a vertical file with cuttings from newspapers and magazines arranged on a topic basis which will also assist you.

If you come across material that sparks your interest in a potential research topic, you can collect photocopied articles, copy and paste texts from online sources into your own files (e.g. daily news sites), or clip articles from actual newspapers and magazines such as *The New Zealand Herald*. If you use online sources be aware that you need to take note of the exact source (address) of the material.

One key source of information now available in most school libraries is EPIC, a computer based resource which allows students access to a huge data base of information. If you are in doubt about the **appropriateness** of a topic to use for this standard, refer to your teacher who will advise you.

For research ideas read about and view issues here.



FIND RESEARCH IDEAS IN THESE



#### Look Closely at the Structure of the Texts You Read

Look closely at the way the writers have constructed their text on your chosen research topic. What is their **viewpoint** on the research topic you have selected? How convincing is the writing? Do you agree or disagree with **the writer's conclusion**? Does it provide you with **concrete information** based on fact or is it merely an **opinion**? This sort of close examination of the pieces you read will develop Excellence level thinking.

#### Practise Punctuation and Spelling

You can also sharpen your awareness of the text by noticing the details of the punctuation the writer has used. Reading aloud is great way to gain a better understanding of the text. You need to pay attention to which words are emphasised or stressed, where commas have been placed (small pauses) and which sentences are questions or statements. Many topics will generate their own language or **jargon**. You may need to define words to 'unlock' a higher level of understanding of your chosen topic.

Your own spelling and punctuation are also important considerations. To reach Excellence level your writing must be 'fluent and coherent'. Correct spelling and punctuation skills are essential to reach this level.

#### Think P.A.M.T.

Think PAMT : **Purpose**, **Audience**, **Message** and **Techniques**.

In every piece you read, try to identify what the writer's **purpose** or reason is for writing this particular text, who their chosen **audience** is, what **key messages** or themes they want to deliver and what **techniques** (language features) they use to get those messages across to their desired audience. By reading and rereading your studied written texts, you can begin to make an original comment on the writer's **writing style** which communicates their **viewpoint** on their chosen topic.

The **Purpose** for writing a text can be : To entertain; To inform; To express feelings; To persuade; To affect the reader's feelings; To pass on a message; To make contact; To explore an idea.

The type of **Audience** can be : Children, Teenagers, Adults, Sports people, or people with an interest in a specific genre (type) of writing.

The **Type of Text** or genre can be : Science Fiction, Fantasy, Sport, History, Romance, Crime, Craft, Fishing, Cooking, Gardening, Gaming, Biography, or Theatre, Film and Television.

Considering the way texts are constructed develops excellence level thinking.

## 9 Interest and Knowledge

### What Do You Need To Know?

You need to have knowledge about **issues** and **current affairs** and you need to develop **your ideas** and **feelings** in **response** to those issues. You will need to become aware of the **facts** related to the issues as well as the **opinions** that people have on them, including your **own**.

Your **knowledge base** for this topic can come from a variety of sources including topics you have studied in English or other curriculum subjects where you have or are currently conducting research. You will find the answers to questions in a variety of places including New Zealand focussed books, newspapers and magazines, radio and television programmes, and government related websites such as New Zealand History, the Encyclopedia of New Zealand, NZ On Screen or NIWA (National Institute of Water & Atmospheric Research).

Most of these types of publications will be required to meet certain standards and can be considered 'reliable' sources. In addition you can access and retrieve articles from websites such as internationally recognised publications such as the Encyclopedia Britannica. Your school librarian may introduce you to other useful research focussed websites and publications. Other possible sources include local museums and art galleries where you can find both written material, objects of interest and experts who may be willing to be interviewed. You can also access New Zealand specific knowledge base help from teachers such as the free National Library and Ministry of Education 'Many Answers' website available at <http://www.ManyAnswers.co.nz>.

At a personal level your family archives may contain material that you could use in this project. You may discover that you have people within your family circle who would be able to provide you with relevant and reliable information on your chosen topic. The key thing is not to rely on just one source.

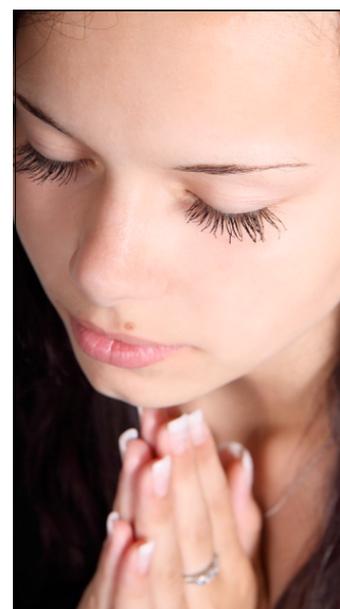
#### The Inquiry Process

The process of inquiry involves; **choosing** a topic or focus, **writing** key questions, **finding** information, **selecting** relevant information, **note taking**, **forming** a hypothesis, reach a conclusion or judgement and record the research process. See how these processes fit into a process by closely examining the process diagram on page 3.

### Task 3 Choosing a Topic

- 1 Here are a range of research topics. Highlight the five subjects that most interest you or which you already know something about. You can choose one to be your research topic if you wish. Write down eight other possible research topics of your own in the spaces provided below. [Note : These topics are 'broad headings' only. They will require more refinement as you develop your research questions.]

Attitudes to Young People	Road Safety	Teenagers and Faith
Sport in Schools	Global Warming	Performing Arts
Teenage Health Issues	Peer Pressure	Teenagers and Jobs
Teenagers and Social Media	Plastic Surgery	Keeping Safe
Animal Abuse	Teenagers and Food	Minority Cultures in NZ
Body Image	Friendships	What Schools Teach
Gaming	Our History	Financial Literacy
Choosing a Career	Māori Radio / TV	Youth Pay Rates
Tattoos	Dating	Teenagers' Rights
Te Reo in Schools	Substance Abuse	Fitness
Sustainability	Happiness	Prejudice
The Generation Gap	Being Creative	Hobbies



# 15 Summarising Data

## Task 8 Key Question Summary Sheet - continued

Topic :		
Framing the Inquiry Key Question 2 :		
What I know :	Keywords used are :	Where I will get my information :
Collecting Data :		
Source	Key Question One (Relevance)	Evaluation (Usefulness)

Checklist : Oral Source Used  Written Source Used  Visual Source Used  Log complete

Task 8 continues on next page

## 20 Recognising Important Parts of a Book

### The Imprint Page

When considering the usefulness of a book or magazine for your own research you need to quickly examine the various parts of the printed work in order to find out whether or not it is current. The imprint page, which can usually be found at the front of the book (at the back for this book) will tell you :

- the title of the book or periodical (magazine),
- the author(s) or editor(s) name(s),
- the year of publication and year of the most recent edition,
- the publishing company's name,
- the copyright statement which tells you what you may or may not do with the text,
- the International Standard Book Number (ISBN),
- the origin of the book or magazine i.e. where it was published.

### Task 10 Exploring the Imprint Page

- Find the imprint page at the back of this Sigma Workbook and answer the following questions :
  - Where you would normally expect to find the imprint page?
  - What is the title of this book?
  - The authors' names are :
  - The year of publication of this book is :
  - The publishing company's name is :
  - Which of these is the copyright symbol? (circle it)      @      ©      ™      ®      #      ¥      £
  - The ISBN number is the 'International Standard Book Number'. It is an individual number carried by every book produced anywhere in the world. It also identifies the country of publication, the publisher. Find this workbook's ISBN and write it out here :
  - How could I contact the designer of the cover?
  - Who printed and bound this book?

### Exploring Parts of a Book

Other parts of the book that are important for you to know about and use are :

- ❑ **Table of Contents**  
This is found in the first few pages of the book and lists the chapter headings and the pages on which they start.
- ❑ **The Appendix**  
The appendix, which only exist in some books, is where additional information is provided, for example charts, statistics and tables.
- ❑ **The Bibliography or References**  
This section is usually found at the back of the book just before the index and lists the sources the author used to write the book. Notice in the following example how the books and newspaper references, in a book about the environment, are listed alphabetically by the last name of the writer. Examples :  

Campbell, Hamish, <i>Technically it's just an aftershock</i> , <b>New Zealand Herald</b> , 23 February 2011.
Hulme, Keri, <i>The Silences Between : Moeraki Conversations</i> , <b>Auckland University Press</b> , Auckland, 1982.
Young, David, <i>Faces of the River : New Zealand's Living Water</i> , <b>TVNZ Publishing</b> , Auckland, 1986
- ❑ **The Index**  
The index contains an alphabetically ordered, itemised list of all of the topics and names referred to in the book, together with the relevant page number. Example :
 

<b>B</b> Body language	pgs 121, 147, 165
Bold lettering	pgs 127, 141
Bubble/Balloon Speech	pgs 65-66, 102, 105

## 26 Reading Sources

### Task 16 Skim Reading an Article - continued

#### What went wrong?

Around half of applicants sitting their restricted licence and around 65% of those going for their full licences pass their tests the first time. Some sit their tests several times before succeeding.

Failure can be as a result of vehicles not being up to standard (including defective lights, worn tyres or insufficient petrol in the tank), making more than one 'critical error' or making an 'immediate failure' error.

A critical error - accounting for around 58% failures on the restricted test - includes driving too fast or too slow, failing to look, failing to signal, blocking a pedestrian crossing, mounting a kerb, stalling and not stopping fully at a stop sign. The most common fault is not signalling.

Driving dangerously on a test will lead to immediate failure - most commonly speeding excessively or failing to give way. People going for their full licences most often fail due to not signalling or driving at excessive speed.

Applicants unhappy with the outcome of driving tests can contact the NZTA ([nzta.govt.nz/about/contact](http://nzta.govt.nz/about/contact)) to make a complaint. The AA takes bookings for driving tests and provides venues for the tests to be run from, but the testing is not done by AA staff or contractors.

#### Learn to Drive the AA Way

For more information on AA Ignition, arranging driving lessons and booking NZTA- approved AA Defensive Driving Courses, go to [aa.co.nz/](http://aa.co.nz/). AA Centres sell the New Zealand Road Code practical test guide books and CDs and vouchers for online practice tools. To be eligible for AA Ignition, participants need to have held their learner licence for two months or less.

Adapted with permission from *Learning Curves - How to get new drivers on the road* by Kathryn Webster.  
The article was featured in the Summer 2014 edition of *AA Directions* magazine.



1b) Write the title of the main article here.

c) Write the title of the side bar column here.

d) What is the whole article mainly about? (Tick one)

- |  |   |
|--|---|
| <input type="checkbox"/> i) Parental control of teenagers who drive cars.          | <input type="checkbox"/> ii) How parents can be involved the teaching.        |
| <input type="checkbox"/> iii) The benefits of learning from driving professionals. | <input type="checkbox"/> iv) Current rules related to passing a driving test. |

e) What sub themes or ideas are in the article?

- i)
- ii)
- iii)

f) The main purpose of the article is : (Tick one)

- |  |  |
|--|--|
| <input type="checkbox"/> i) to inform people about a service | <input type="checkbox"/> ii) to amuse                      |
| <input type="checkbox"/> iii) to make people fearful         | <input type="checkbox"/> iv) to make teenagers take notice |

g) The target audience for the article is : (Tick one)

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> i) Children | <input type="checkbox"/> ii) Teenagers |
| <input type="checkbox"/> iii) Adults | <input type="checkbox"/> iv) Parents   |

## 30 Note Taking

### Task 18 Note Taking - Magazine Article - continued

1c) Use this page to take notes on the material from the article's side bar on page 25.

Task 18 continues on next page

## 49 Draft a Report

### Forming Conclusions

For a research report to gain a **Merit** grade it has to make *convincing conclusions* and to gain **Excellence** it also has to make *perceptive conclusions*.

#### Conclusions

A conclusion is a **clear factual statement** which combines your most important findings in a **direct answer to a key question**. Here is an example of how to develop a conclusion. (You can see the written-up version of these notes, as they would appear in your report, on page 53.)

**Key Question** : 'What problems might you face if you get a tattoo?'

**Source One** : Magazine Article - *Doing the Inky Thing*, Jeremy Rose, *Consumer* (magazine), December 2003

- Tattooists are not controlled by any regulations. Possible infection : HIV, Hepatitis B and C.
- Typical cost \$150 per hour.
- Suspicion. (Marlene Matiaha, the administrator of an early childhood centre, paid \$1000 to get a tattoo removed.) "People assumed (wrongly) that I had been to prison and I was dishonest."
- Tattoo removal is difficult. Many methods create scarring. Some inks are impossible to remove using the only good method (laser). Laser creates pale patches on some dark-skinned people. Top reason for removal : change of boyfriend/girlfriend.

**Source Two** : Website - [www.tattoocare.co.nz](http://www.tattoocare.co.nz) Ammara - Tattoo Removal and Cosmetic Laser Clinic 2014

- To remove professional tattoos 6-15 treatments required at \$115 each.
- Uses Q-Switched lasers with very low scarring. no pain
- feels similar to snaps of small rubber bands on the skin,
- You Tube video of removal process

**Source Three** : Website - [www.health.govt.nz](http://www.health.govt.nz) Ministry of Health Ministry Cautions on Tattoos, 2013

- Risk from absorbing heavy metals in inks (not yet proven?) into blood stream
- Poor hygiene of some tattooists risks infection
- Spread of Hepatitis B and C

Now we select the **ideas for the conclusion**. We want the findings that are the **most serious**, the **most common** and the **most reliable** (found in several sources or official sources). Sifting through the information we selected these points :

- **Infection** (possibly fatal)
- **Expense** ( getting them AND removing them)
- People often want them **removed** (personal and social dislike)
- Removal is **difficult and imperfec**

#### Forming a Conclusion - Making a Judgement

In forming a conclusion you are wanting to **answer your original question**; 'What problems might you face if you get a tattoo?' You may consider that the people who could not trust Marlene Matiaha because of her tattoo were showing prejudice and that it was they who needed to change, not she. Check that thought against the key question, 'What problems might you face if you get a tattoo?' and you will see that the conclusion you have formed is not relevant. It is not about being right or wrong in your statement; it is just that, because it is not linked directly to the question, it does not help meet the standard for Excellence.

Your conclusions need to **show careful thought** about your questions and your findings. For example, you might answer a question on animal welfare issues and judge that the treatment of animals in another country is cruel. You would show careful thought if you included the thought that to other countries some treatment of New Zealand animals seems cruel. This shows that you are aware of the way our values are shaped by our culture. Similarly, it is not enough to say that a problem will probably never be solved. However, if you continue developing the conclusion by writing 'because . . .' and giving a reason that shows your understanding of your own research, it will become a sound judgement and contribute to a possible Excellence.

Here are some starters that are appropriate for making conclusions :

- I think it is good that . . .*
- I think it is bad that . . .*
- I think it is wrong that . . .*
- I think it is sad that . . .*
- I think it is most important that . . .*

You should write one or two conclusions for each of your key questions.



# 50 Writing the Final Report

## Task 26 A Template for Report Writing

The most important things to think about when writing your report are to be **clear**, **logical** and **succinct** in your presentation. Clarity and logic can be achieved by following a **template**, i.e. a fixed structure which tells you what things to write and where to write them. There is more than one possible template, e.g. you could use your sources as headings, but the one given here is better because in research it is the questions and answers that matter most.

To be succinct means to be **brief**, to be **to-the-point**. This means reporting the **most important** things you found rather than everything you found. It means reporting only things that are **relevant to your questions**. You need to **avoid repetition**, e.g. don't give full details of your source when you mention it in the middle of your report because these are in your bibliography. This is why this template does not have a **Conclusions** section : you will have already written your conclusions in the body of your report.

This template can be used for a first draft of your report. If your teacher approves, it can also be used for the final presentation. The placement of the prompts is a recommendation only but it is important to follow the order of the prompts.

Title :

The Report	Prompts
	<p><b>Introduction</b> Describe topic, say why you chose it, say why it is relevant.  List your key questions.</p> <p><b>Heading</b> (Key Question One) Describe topic, say why you chose it, say why it is relevant.  Repeat this for other sources you used.</p>

Task 26 continues on next page