Achievement Standard

Subject Reference English 1.9

Title Use information literacy skills to form conclusion(s)

Level 1 **Credits** 4 **Assessment** Internal

Subfield English

Domain English Written Language

Status Registered **Status date** 17 December 2010

Planned review date 31 December 2018 **Date version published** 20 November 2014

This achievement standard involves using information literacy skills to form conclusion(s).

Achievement Criteria

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).

Explanatory Notes

1   This achievement standard is derived from the Level 6 Making Meaning strand [listening, reading, viewing] and the Creating Meaning strand [speaking, writing, viewing] and related achievement objectives in the English learning area of *The New Zealand Curriculum,* Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2011.

2   The use of information literacy skills and presentation of understandings must be undertaken within the context of the English learning area.

3   *Use information literacy skills* means completing a systematic exploration into a valid area for inquiry in order to form conclusion(s). The steps taken include:
   • 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 a 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.

4 Sources of information may be selected from written, oral and/or visual texts. The texts should be student-selected.

5 *Form 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).

6 *Form 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).

7 *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.

There may be some unevenness in the conclusion(s).

8 Conclusion(s) may be presented in appropriate oral, written and/or visual forms.

9 Conditions of Assessment related to this achievement standard can be found at http://ncea.tki.org.nz/Resources-for-Internally-Assessed-Achievement-Standards.

Replacement Information

This achievement standard replaced AS90060 and unit standard 8811.

Quality Assurance

1 Providers and Industry Training Organisations must have been granted consent to assess by NZQA before they can register credits from assessment against achievement standards.

2 Organisations with consent to assess and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Consent and Moderation Requirements (CMR) reference   0233