**English Year 12**

**Level Two 2016**

**Assessment Resource Task for Internal 91105**

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

**Task Title: Making a statement**

**Version : Two 2016 Credits:** 4 (Reading Literacy)

**Assessment Criteria**

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| **Achievement** | **Achievement with Merit** | **Achievement with Excellence** |
| Use information literacy skills to form developed conclusion(s). | Use information literacy skills to form developed conclusion(s) convincingly. | Use information literacy skills to form developed conclusion(s) perceptively. |
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**Introduction**

This assessment activity requires you to carry out an independent inquiry into a topic which has been widely discussed in the media (either currently or historically) and which has often polarised public opinion or evoked strong emotions. It should be a controversial topic. You will use your information literacy skills to form developed conclusion(s), and then present your developed conclusions in a formal essay (week 4) which may be read by your peers. Your Inquiry could be more powerful if the topic you select is linked to one of your other Year 12 subjects or an issue which you have real interest in. You must consult with your teacher to ensure your fertile question and sub-questions can lead to developed and perceptive conclusions or recommendations.

You must collect information and form your conclusions in and out of class time.

You will be assessed primarily on whether your essay shows that you have carried out a systematic inquiry that leads to a developed and perceptive conclusion or recommendation based on the information that you have gathered. You will also hand in to your teacher your research folder for assessment of the information **literacy process.**

Task: ***Choose a topic and frame your inquiry***

Choose a topic that is relevant, emotive, discussed in the media and possibly divisive of communities or countries. It may be related to the work you are doing, or going to be doing, in your other subjects. It is a good idea to access a range of opinion writing from newspapers and magazines, such as The Listener and The Sunday Star Times, in order to be aware of a range of issues before you make your selection.

The issue on which you 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 conclusions.

Once you have decided on an issue, you can embark on the inquiry process.

Consider:

* Presenting your developed opinions on a real life **sports** or **health** problem, for example terrorism sporting events, lack of inclusiveness, use of performance enhancing drugs, sledging, player pressures and problem behaviours (consider high profile players / sports people such as Oscar Pistorious, Ian Thorpe, Russell Packer, Zac Guilford…), obesity in NZ, diabetes e.g “Should there be a fat tax?”
* Presenting your developed opinions on a **science, warfare or environmental** issue, for example, genetic modification, the threat of artificial intelligence, the loss of jobs to machines, animal experimentation, chemical run-off into our waterways, deep sea oil drilling, seabed mining, or the use of chemical weapons in war. For example: “Should the use of chemical weapons be better regulated?”
* Presenting your developed opinions on a **social science** issue, for example, NZ’s preparedness (or lack of) for natural disaster, or NZ’s involvement in war (WW1, WW2, Vietnam, Iraq etc.), Refugees -people in trouble/taking advantage? Equality of pay for women, Pacifism and conscientious objectors, or NZ’s lack of nuclear and other armaments, For example: “ Should New Zealanders defend foreign soils:what about our own defenses?”
* Presenting your developed opinions on an **identity** issue, for example the historical suppression of Maori language in New Zealand schools, tattooing and piercing in the workplace, traditional costume, moko, wearing of burqa, the NZ flag… For example, “Should celebrities like Robbie Williams wear Maori tattoos as fashion accessories?
* Presenting your developed opinions on **ethical and moral** issues, for example, the call to legalise euthanasia, the overprotective parent and the “affluenza” offspring unable to tell right from wrong.

**First stages of the inquiry process**

**Decide on an issue of interest to you and that may be relevant to your pathway subject**

* predict possible views
* build background knowledge ( including finding out others’ views about your topic)
* form a fertile question (an opinion or starting point that you will proceed to test through your inquiry, using the evidence that is available, for example, “Should all schools be single sex?”).
* form **3 to 4** sub-questions
* organise your inquiry folder/book which will include
* setting up your inquiry reflection
* setting up evaluation of the usefulness and reliability of sources of information

(see Resource 1)

* setting up **a place to** record your sources of information
* **knowing how to** record your sources of information (APA referencing)
* setting up a place to make notes and to highlight key pieces of relevant information for each sub-question
* consider a range of possible sources of information (primary and secondary) – **at least six different texts - minimum of two for each sub-question**
* know where to look for information
* know how to make notes effectively