



National Certificate of Educational Achievement
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2007

Internal Assessment Resource

Subject Reference: **English 1.9**

Internal assessment resource reference number:
Eng/1/9-Columba College

What happened on the day I was born?

Supports internal assessment for:

Achievement Standard 90060
Research and present information

Credits: 3

Date version published:

May 2007

**Ministry of Education
quality assurance status**

For use in internal assessment from
2007.

Teacher Guidelines:

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

Context/setting:

This is an activity to allow students to research, find information and make comparisons based on what was happening on their birth date.

Conditions:

This activity requires both classroom and homework time.

Consideration should be given to providing access to the library and outside sources for research purposes.

Regular checkpoints are needed to monitor student progress and to ensure the authenticity of student work.

Students can use the templates provided in the activity but they may not use any of the exemplar material.

Resource requirements:

Templates.

Access to information sources.

2007

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What happened on the day I was born?

Achievement Standard 90060
Research and present information

Credits: 3

Student Instruction Sheet

This activity requires a mixture of classroom and homework.

1. Using templates and exemplars in the activity, your teacher will show you how to plan your research, record information, log the research process, then present information.
2. You will then research what was happening in your family, nationally, internationally on and around the time of your birth.
3. You must use at least one resource from each of the following three sources:
 - a. Oral (an interview, a survey, a lecture, etc)
 - b. Visual (advertisements, posters, photographs, cartoons, film/documentary, etc)
 - c. Written (websites, encyclopaedias, year books, magazines, newspapers etc)
4. You must discuss at least ONE comparison between the time you were born and today.
5. You will be assessed on how well you:
 - plan the research
 - collect, select and record relevant information
 - record the research process
 - organise and present information.
 - draw conclusions and make judgements

Task 1: Completing a research plan

- a) As a class, list **facets of society** that you might investigate (such as entertainment, books, sport, politics, fashion, issues etc)

As you look at the templates and exemplars in this activity, consider how you might investigate the time of your birth and what things you want to know. You need enough information where you will be able to draw conclusions and make judgements.

To focus your research, you will decide on **at least three research questions** you want your research to answer. Develop research questions which will allow you to present information as well as draw conclusions and make judgements.

- b) For each research question, brainstorm key words associated with the question. Key words will help you locate information.

Look at the completed **planning template** (TEMPLATE 1) on page 6 for a research project on film maker Quentin Tarantino. You could set out the research questions and key words for your research topic in the same way.

Task 2: Gathering information and recording the process

- a) You will gather information relevant to your research questions from a range of sources. You must include at least one oral, one visual, and one written source. You will complete an **information source sheet** for each source. You could set out your information like TEMPLATE 2 on page 7.

- b) As you gather information, you will complete a **research log** to record the steps you take.

Before beginning look at the research log from a research project on Quentin Tarantino on page 8. (TEMPLATE 3)

Task 3: Organising and presenting the information

- a) Finally, you will use your research question template, information source sheets, and research log to develop a report on the results of your research.

In your report you should state:

- your topic and research questions
- the key information you found
- a discussion on the comparison made between at least one aspect of society
- conclusions and judgements you have formed.

- b) Look over the **research reports** in the exemplars from page 9 discussing their strengths and what aspects could be developed further. Pay particular attention to how the excellence exemplar presents key information together with conclusions and judgements.

The steps in the research process shown in the exemplars have been set out in various ways. Your teacher will give you guidance over how you should set out your research steps and report, either using the templates from tasks 1 and 2 or a format shown in one of the exemplars.

Task 4: Completing Your Own Research

- a) Write down the date of your birthday. If you were not born in New Zealand, decide whether you will research what was happening nationally in the country of your birth and/or New Zealand. A comparison will allow you to form interesting conclusions and judgements.

You may not use any of the material from the exemplars in your own research.

Task 1: Planning research, posing research questions, identifying possible sources

TEMPLATE 1: RESEARCH PLAN

Teacher: _____

QUESTION 1

Who is Quentin Tarantino?

KEYWORDS:

Screen writer, Director

QUESTION 2

Who or what are his influences?

KEYWORDS: *Films, Actor*

**TEMPLATE 1:
RESEARCH PLAN**

TOPIC

Quentin Tarantino

POSSIBLE SOURCES

WRITTEN:

[NB: sources can be drawn from one or more strands]

*Survey
Screenplays
Books*

ORAL:

Interview

VISUAL:

*Films
Documentaries*

QUESTION 3

Why did he want to become a film-maker?

KEYWORDS:

Filmography, Producer

QUESTION 4

Why is he so successful?

KEYWORDS: *Pulp Fiction, Reservoir Dogs*

Task 2: Gathering information

TEMPLATE 2: INFORMATION SOURCE

Details of source:

Source: *Radio show – Charlie Rose*

Creator: *Charlie Rose and Quentin Tarantino*

Publisher/Owner: *WNET Educational Broadcasting Company*

Date of publication: *October 14, 1994*

SUMMARY: Write down relevant information linked to your research questions.**Who is Quentin Tarantino?**

In this interview we find out about Tarantino's obsession with movies from an early age, how he got involved in the movie industry, how he was self-taught, and what films have influenced his work.

Why did he want to become a film-maker?

I learned that as a child Tarantino was obsessed with films the way other children may be obsessed with sports or cars. "With me it was movies...I didn't have room for anything else..." I learned that he loved history. "I loved history, because to me, in a way, history was like watching a movie." I found out he used to act out movies with his G.I. Joe dolls.

Who or what are his influences?

I learned about many of his influences. "Oh, and I love Elmore Leonard. In fact, to me True Romance is basically like an Elmore Leonard movie. A big, significant influence, would be, like Howard Hawks, the director Sam Fuller."

Collect, select and record relevant information, recording sources in an accepted format.

Task 2: Recording the process

TEMPLATE 3: RESEARCH LOG

Name: _____ Teacher: _____

| Date | What I did: |
|----------|--|
| 05/05/02 | <i>I surveyed thirty year 11 students at my school to find out what they know about Tarantino. I then collated the responses so I could see what people knew about Tarantino and his films.</i> |
| 07/05/02 | <i>I located the book, <u>Quentin Tarantino: The Man and his Movies</u> by Jami Bernard by using the computer catalogue at the public library. I read the book and took notes on points which pertained to my questions.</i> |
| 13/05/02 | <i>Using the Yahoo search engine, I typed in 'Quentin Tarantino'. From a list of 25 sites, I chose <u>Quentin Tarantino, A God Among Directors</u>.</i> |
| 15/05/02 | <i>I printed off the <u>Pulp Fiction</u> screen play from the above web site and read it. I was specifically interested in learning about his style and what makes the script special and unique to him.</i> |
| 17/05/02 | <i>I listened to a radio interview with Charlie Rose and Quentin Tarantino, and took notes.</i> |

Records steps taken during the research process.

Task 3: Organising and presenting the information

Look over the **research reports** in the exemplars discussing their strengths and what aspects could be developed further. Look closely at the how the judgements are presented in Exemplar A (excellence) in particular. Follow the same pattern in your report where you form judgements based on the information you present.

Also look at how the exemplars show the research plan, record information, and log the research process.

**Exemplar A:
Excellence**

Global Warming

Plans research by stating topic, posing key questions.

Research Questions

1. *What is global warming?*
2. *What is the ozone layer and why is it depleting?*
3. *When was the hole in the ozone layer discovered and how big is it?*
4. *What are the solutions to global warming?*

Key words:

Global Warming

New Zealand

Ozone layer

Solutions

Ozone hole

Greenhouse effect

Plans research by identifying possible sources [NB: sources can be drawn from one or more strands]

Possible Sources

Written – internet, newspapers, books

Oral – interviews, surveys

Visual – graphs, the news, documentaries

Recording information

Source: Oxford Word Power Dictionary

Edited by: Sally Weheimer

Publisher: Oxford University Press

Year of Publication: First published 1993

Question 1: 'Global' affecting the whole world, worldwide

Warming: becoming a temperature that is fairly high

Collects, selects and records relevant information, recording sources in an accepted format.

Source: Burning Issues, the Failure of the New Zealand Response to Climate Change

Author: Alexander Gillespie

Publisher: The Dunmore Press Ltd

Year of Publication: 1997

Question 1: The Greenhouse Effect caused Global warming. The Greenhouse effect is so named because the process roughly resembles what happens inside a greenhouse when the sun is shining. Sunshine coming through the glass roof and walls heats up the interior of a greenhouse because the glass acts as a heat trap, stopping some of the heat from escaping.

Question 3: New Zealand's primary contributions to the gases are carbon dioxide, methane and nitrous oxide. We were never a big producer of CFC products and were among the first to withdraw what CFC products we produced once the damage to the ozone layer became apparent.

Source: <http://www.environment.govt.nz/>

Question 2: Ozone is a colourless gas that is a close relative of the regular oxygen we all need to breathe (regular oxygen has two atoms O₂ whereas ozone has three O₃ and is in fact poisonous) The layer of ozone in our stratosphere is our planet's only natural sunscreen as it absorbs UV radiation.

Question 3: In the 1980s scientists observed that something disturbing was happening in the ozone layer. Ozone levels were actually decreasing and was largely the result of human activity.

Name: Anonymous

Status: Student

Age: 15

Question 4: From general knowledge everyone knows that trees absorb carbon dioxide from the atmosphere. Carbon dioxide is a greenhouse gas so if we plant more trees they will absorb carbon dioxide from our atmosphere.

Records steps taken in the research process.

Recording the research process

Date / Steps Taken

15.4.02 Made a plan which included the issue, research questions, key words and possible sources.

16.4.02 Went to the library looking for written sources. Found 'Burning Issues' Content was relevant to my issue.

At home I used my dictionary as another written source which answered question 1. To get another written source I went onto the internet, using a search engine I found a useful site: www.environment.govt.nz/

In info management that day we'd received a page from an article from Earth Magazine on the solutions to global warming problem. I used information in that article to answer question 4.

17.4.02 I went onto the website referred above to find a visual source. I used a graph as my visual source. It was relevant to question 3.

18.4.02 For my oral source I interviewed a student on question 4. For all my sources above I gathered the relevant and useful information.

19.4.02 Checked all my information was relevant and all my questions were answered. I double checked the details of sources were correct.

23.4.02 Started writing my report in class.

Research Report Global Warming

To me global warming is very serious as it affects everyone and will have the most impact on my generation and generations of the future, that is why I chose to research it. I will explain what global warming and the ozone are, New Zealand's contribution and what

Organises and presents the information succinctly as a final product, drawing conclusions and forming judgements linked to the research questions.

the solutions are. Global warming is here and here to stay. The dictionary defines 'global' as affecting the whole world, and 'warming' as becoming a temperature that is fairly high. That is exactly what global warming is.

What causes global warming?

The temperatures around the world are rising because of what is known as the 'greenhouse effect.' It is known worldwide that the greenhouse effect caused global warming. The 'greenhouse effect' was so named because the process resembles what happens inside a greenhouse. There are small quantities of greenhouse gases such as methane, carbon dioxide and chlorocarbons (CFCs) in our earth's atmosphere. Radiation from the sun comes through the atmosphere to the earth's surface. Some of the radiation is reflected back by our earth into our atmosphere. Some of the radiation is absorbed while the rest is re-emitted by the greenhouse gases. (Source: 'Burning Issues')

Organises and presents the information succinctly as a final product.

According to 'Burning Issues', New Zealand's primary contribution to the greenhouse gases are carbon dioxide, methane and nitrous oxide. Once the damage to the ozone layer became apparent New Zealand was one of the first to withdraw what CFC products we produced even though we were never a big producer of CFC products. CFCs are man-made chemicals used in fridges and aerosols, CFCs are now banned but remain in the atmosphere for long periods of time.

What is the ozone layer and why is it depleting?

When was the hole in the ozone layer discovered and how big is it?

A clear definition of what the ozone layer actually is, was printed on the internet by the Ministry for the Environment. The ozone is a colourless gas called oxygen, having the formula O₂ which is actually poisonous. The layer of ozone absorbs UV radiation making it earth's natural sunscreen. The layer of ozone is in our stratosphere about 25 kilometers up into our atmosphere. It was first discovered around the 1980s when scientists noticed that ozone levels were depleting. The depletion was found to be largely the result of human activity. As a result of the depletion, harmful UV radiation is now entering our atmosphere. The ozone-hole is over 30 million square kilometres in area. The size of the hole has increased 26.5 million square kilometres in 21 years from the years 1979 to 2000. (Source: Ministry for the Environment web page) That is almost the depletion of 1.5 million square kilometres a year. My opinion is that a depletion rate that large is atrocious. How can we as people be doing this to our world? It's sad to think that this is how we repay Mother Nature.

Draws conclusions and **forms judgements** linked to the research questions.

What are the solutions to global warming?

Solving the problem of global warming is on the minds of many people. A student I interviewed stated what she thought to be the best solution.

It is general knowledge that trees absorb carbon dioxide which is a common greenhouse gas. In the October 1998 edition of Earth Magazine, Ruth Flanagan wrote an article which stated the different solutions to global warming. She expressed an idea which I believe to be a very intelligent yet simple solution.

Conservation would save people money and lower the amount of greenhouse gases produced. 'Use less – Emit less' is a very good philosophy.

It has been said that given time the oceans will probably absorb human-induced emissions, just not as fast as we are producing them. Pumping power plant emissions directly into the deep ocean was another solution but would be expensive. Global warming has the temperatures rising and that will cause ice to melt. Adding snow to the east Antarctic ice sheet could counter sea-level rises. The three trillions of sea water needed each year would be sprayed out as snow on the ice cap, using technology much like ski slopes use to make artificial snow.

Last but certainly not the least comes the idea to stop burning fossil fuels to generate electricity. The problem with that idea is the alternatives aren't practical or cost efficient for example solar cells. Some are regional and of limited capacity for example wind power.

To me, relying on the ocean to absorb our toxic emissions or pumping power plant emissions directly into the deep ocean are like giving up on riding a bike after your first fall, it's the coward's way. We have to face our problems with solutions not ways to hide our mistakes. I feel that planting more trees and conservation are the best ways of solving our problem. Both are cost effective and will help lower the amount of greenhouse gases in our atmosphere.

If everyone does their part in recycling and conservation I am positive of the reduction in greenhouse gases and that together we can slow down global warming. Hopefully you, as the reader, now understand what global warming is all about, what greenhouse gases are doing to the ozone and what are the solutions to the problem. Global warming affects everyone large or small. Global warming is here now and we can't ignore it. Do your part to slow and eventually stop global warming.

Organises and presents the information succinctly as a final product.

Draws conclusions and **forms judgements** linked to the research questions.

Draws conclusions and **forms judgements** linked to the research questions.

**Exemplar B:
Merit**

Child Labour

Research Questions

1. What is child labour?
2. Why is it still in existence?
3. How do different groups view this topic?

Plans research by stating topic, posing key questions.

Possible Sources

Written: books, magazines, handouts, pamphlets, vertical file
Oral: interview
Visual: video, internet, catalogue

Plans research by identifying possible sources.

Recording Information

Source: Tragedy of Labour

Publisher/Owner: World Vision

Date of Publication: 1996

What is Child Labour?

Any worker less than 15 years old, who lacks access to education, is involved in hazardous or heavy work eg manual labour, forced to live without rights

Why is it still in existence?

Because of poverty, people not having enough food or money

Bonded labour

Education cost high so people can't pay so they try to stop children from schooling, competition rises eg cost of food and the basic needs for the family.

Part of culture or society.

How do different groups view this topic?

Unhealthy, dangerous / Poisons to breathe / Part of culture / No one understands that children deserve better / Have to eat.

Source: Life of Chains (video)

Publisher/Owner: Denholm Film for World Vision

Date of Publication: not mentioned

Information Relevant to Key Questions:

What is Child Labour?

Kids sold as slavery / Scavenging

Why is it still in existence?

Not enough sources / Schooling / Poverty / Bonded labour.

How do different groups view this topic?

Debt increase / Risking life / Low pay / Older people should speak up for the children..

Collects, selects and records relevant information, recording sources in an accepted format.

Source: interview with Mr Winn, Geography teacher

Date: 19 April 2002

What is Child Labour?

India-brick carrying, child prostitution

S. America-forcing children to sell products in streets

Young children made to work in farm

Why is it still in existence?

Poverty / Debt bondage

How do different groups view this topic?

Some people said it's wrong / they have to do it / depends on different groups / people who do the forcing do not understand that children deserve better

Source: Childlink, the magazine of compassion, UK

Publisher/Owner: Compassion UK – Tear Fund

Date of Publication: Spring, 2000

What is Child Labour?

Exploitation of children / students taken away by force to earn money / children working long hours

Why is it still in existence?

Because of poverty, family can't afford schooling / lack of food

How do different groups view this topic?

Destroys spirits, souls, body. 'Horrible act which destroys lives'.

Records steps taken in the research process.

Recording the research process

Date / What I did

4.4.02 / I went to World Vision in the city and they gave me two videos, 'Tragedy of Child Labour' and 'Life of Chains', also some books, 'Protecting Working Children' and 'Modern Slavery', along with some awesome pamphlets.

5.4.02 / Read 'Childlink' magazine and filled the sources out and also found all of the answers for the questions.

6.4.02 / Watched both videos, similar, extremely useful

8.4.02 / Went to Mt Roskill library, used the catalogue, typed in 'child labour', most sources were at the Central Library but unable to get there. One book 'Free the Children' was in.

19.4.02 / I interviewed Mr Winny. His definition of child labour was the same as one of the videos and my mother's definition. 'Child labour is children aged 15 and under forced to work at unsafe conditions for little payment.'

Report

Child Labour

I have no idea why I originally chose this subject, perhaps it's my interest with children, but now I have studied and researched it, it is fascinating. I decided to find out about what child labour is, why it is promoted, how do different groups view this issue and the possible solutions to child labour.

Organises and presents the information clearly and logically as a final product, drawing conclusions linked to the research

What is child labour?

From the videos 'Life of Chains' and 'Tragedy of Child Labour', child labour is defined as any worker under 15 who lacks access to education and involved in hazardous or heavy work. Interviewing Mr Winn gave the similar definition. 'Any children under 15 forced to work in bad conditions'. 'Life of Chains' and 'Tragedy' showed that children are being forced to work against their will, doing the kind of work adults should be doing. From the video 'Life of Chains' it shows the kind of work that child labourers do in factories: eg making matches, which is very, very dangerous. It also shows New Zealanders the children's view.

Draws conclusions linked to the research questions based on more than one source.

Why is it still in existence?

The existence of child labour according to 'Child Labour in Context', an interview with Mr Winn, two videos mentioned in the above paragraph, and most of my sources is because of poverty which makes parents feel like that they have to put their children in labour so that families can have food on the table, pay some bills and buy most of their basic needs. Debt bondage and schooling are other reasons why child labour has been promoted. 'Child Labour in Context' showed that the parents are actually pushing and encouraging this labour to go on, not trying to stop it.

Draws conclusions linked to the research questions based on more than one source.

How do different groups view this topic?

Different groups of people have different opinions which all oppose child labour. In the pamphlet from World Vision I found that there are laws against child labour. In Bangladesh there is fear of losing valuable contracts, so some factories release children. According to 'Childlink' magazines, children's sponsorship can break 'this horrible act which destroys lives.' Mr Winn talked about breaking the poverty cycle but the question is how. There are some solutions. World Vision and 'Childlink' magazines think that everyone should work together to try and stop child labour by first taking care of their own children, second trying to give to those who are needy so that they don't put their children into labour.

Draws conclusions linked to the research questions based on more than one source.

Conclusion

To eliminate the problem of child labour (which is children who lack access to education and involved in hazardous work) I think we should leave it to the individuals to choose whether they want to use child labour or not. If I had to choose I will definitely not choose to use it and I will not put my children under such pressure.

Attempts a judgement.

Exemplar C: Achievement

Lowering the Drinking Age

Research Questions

1. *What has happened as a result of lowering the drinking age?*
2. *What are different opinions about the drinking age?*
3. *What could happen in the future about the drinking age?*

Plans research by stating topic, posing key questions.

Possible Sources

- vertical file – articles on young people and drinking
- opinions from people of various ages
- EPIC Database; City Library website

Plans research by identifying possible sources.

Recording the research process

26/7/06: watched TV 1 News: text responses on drinking.

7/8/06: vertical file in school library: Read The Press: 2005 18 May: impact of lowering drinking age.

7/8/06: went to web.ebscohost.com. Found article about raising alcohol price.

13/8/06: went to www.salvationarmy.co.nz and read Major Campbell Roberts.

Records steps taken in the research process.

Recording Information

Source:TV1 News

Date: 26 July 2006

- Too many people driving drunk
- Loss of judgement due to alcohol
- 73%: mistake to lower drinking age
- 27%: OK to lower age
- 18 year olds not mature enough. Families who have lost young ones want age put up. Police and some MPs want to put up age.

Collects, selects and records relevant information, recording sources in an accepted format.

Source:The Press

Date: 18 May 2005

Title: Teen binge drinking rises

Author: Amanda Warren

- Age lowered in 1999
- Ministry of Justice report into the consequences of lowering the drinking age 14 to 19-year-olds were drinking higher volumes of alcohol more frequently.

- Youth Aid staff and police have had to deal with rising numbers of drunk and disorderly teenagers : 834 incidents in 1994, to 2597 in 2002.

Source: www.salvationarmy.co.nz

Date: 9 November 2004

Major Campbell Roberts

- Hospital admissions up 871 since 1999. Used to be 16 – 18 year olds coming, but now younger people have alcohol injuries.
- Peer pressure to drink.
- Alcohol Healthwatch wants age back at 20.
- Need to put young people first.

Source: web.ebscohost.com

Date: 27 April 2004

Title: Call to raise the price of alcohol

Author: Tara Ross

- Alcopops were popular with young drinkers, were too cheap and easily available.
- Alcohol Healthwatch wants a minimum price on all alcohol to curb teenage drinking of alcopops.
- Healthwatch director Rebecca Williams said they were not only cheap enough for young drinkers, they were sweetened and flavoured to appeal to them. "They're trainer wheels for drinking."

Report

Lowering the Drinking Age

In 1999 the drinking age was lowered from 20 to 18. I chose this topic because I wanted to find out why the government lowered it from 20 to 18 and what the reason was behind it. I also wanted to find out what has happened with the lowering the drinking age, what people think about this and what could happen in the future.

Organises and presents the information as a final product.

What has happened as a result of lowering the drinking age?

The Salvation Army website said that intoxicated teenagers seeking help at Christchurch Hospital were getting younger. It used to be 16 - 18 years old coming in but the staff are seeing younger ones with alcohol injuries. The Salvation Army Major, Campbell Roberts, said that hospital admissions went up 87% for the ages of 10 - 14 years olds when the drinking age was lowered in 1999. The Press article 'Teen binge drinking rises' from 2005 said that Youth Aid staff and police have had to deal with rising numbers of drunk and disorderly teenagers : 834 incidents in 1994, to 2597 in 2002.

TV1 News on 26 July 2006 did a report saying that young people lose judgement, do the wrong things and die on our roads after they have been drinking a lot. The problem is that so many teenagers go in to town with friends getting into all sorts of troubles because of alcohol. Alcohol Healthwatch said that young people drank a lot of alcopops. It wanted a

Organises and presents information only. Does not draw conclusions (needed for merit).

minimum price on all alcohol to curb teenage drinking of alcopops. Healthwatch director Rebecca Williams said they were sweetened and flavoured to appeal to them: "They're trainer wheels for drinking."

What are different opinions about the drinking age?

The Salvation Army says that we should put our young people first and that the drinking age should be put back up to 20 and fast. TV1 News did a txt poll and found out 73% say it was a big mistake to lower the drinking age and only 27% said it was not a mistake. What the public said was that 18 year olds are not mature enough to say "no" to alcohol. Families have lost loved ones and want the age back up. Society are paying for it. I agree with what One News said because it was a big mistake lowering the drinking age and doing a poll just shows that the government needed to wake up and to put the drinking age back up to 20. TV1 News did a good thing because they showed that the government needed to sort this out.

Organises and presents the information as a final product.

Draws a limited conclusion here, but not elsewhere in the report [insufficient for merit].

What could happen in the future about the drinking age?

TV1 News report also said another way to prevent young people's alcohol problems was to ask teenagers who have been involved in alcohol accidents to visit schools and talk about the dangers of drinking. The report also said that the police and some MPs are considering putting the drinking age back up again. The Salvation Army said that Alcohol Heathwatch are supporting them saying put the drinking age back up to 20.

In conclusion, I think that the government needs to publicly talk about the issue. I think that the government should put the drinking age back up to 20 because there have been too many problems with 18 as the legal age.

**Exemplar D:
Not achieved**

Drug use/abuse

Research Questions

*Why do people do it?
What has been done to prevent it?
What effects does it have on people?*

Plans research by stating topic, posing key questions.

Possible Sources:

*Teenagers
Watching a documentary on drug abuse
The nurse*

Plans research by identifying some possible sources.

Recording the research process

*Date / Steps Taken
17.4.02
Found info answering questions 1,2
18.4.02
Interviewed a few classmates
2.4.02
Read a book called drugs, found info answering questions 1,2,3
28.4.02
looked up drugs.com - no info answering questions available*

Incomplete / limited recording of steps taken in the research process.

Recording Information

*Source: Drug abuse/use (book)
Creator/ Writer: Emma Haughton
Publisher: Franklin Watt
Date of Publication:1997
Key Question 1: How do drugs affect people?
It changes the way the body works
It changes the way people feel mentally and physically
Key Question 2: What encourages teenagers to take illegal drugs?
Teenagers are curious of the feeling or effect it will have on them.
One of the main ones is peer-pressure.*

Limited recording of information, but records sources in an accepted format.

*Source: Interview with Ryan (one of three people I interviewed in my class)
Date of interview: 18.4.02
Key Question 1: How do drugs affect people?
Ryan told me that he seen this movie called next Friday and a person on there was smoking marijuana. The marijuana made his eyes red and made him feel sleepy.
Key Question 2: What encourages teenagers to take illegal drugs?
Ryan thinks it's mainly peer-pressure.*

Source: *Drugs (book)*

Creator/ Writer: *Frank Micalington*

Publisher: *Peter Collins*

Date of Publication: *1998*

Key Question 1: *How do drugs affect people?*

Some drugs can cause you to hallucinate and feel drowsy

Taking drugs over a long period of time can kill you

Key Question 2: *What encourages teenagers to take illegal drugs?*

Some teenagers think it's cool because their friends are doing it.

Report

Drug use/abuse

Two out of five teenagers have had something to do with illegal drug taking.

I interviewed some students in my class. They told me that they know people that take drugs. I found that most of them had the same opinion on teenagers and drugs. They said it is sad and stupid but their only hurting themselves no one else.

Another source I used was a book called drug use/abuse by Emma Haughton. I found out some of the reasons why teenagers take drugs. One reason is teenagers try because their friends have tried and they like the way it makes them feel. They keep taking it and their body can't cope with out it. This means that they are addicted.

In conclusion I think that I have answered my key questions. I have found teenagers think it's sad and stupid, but its teenagers are the main ones.

Does not organise and present the information as a final product.

Superficial short presentation with limited link to research questions.

Assessment Schedule: Eng/1/9_B5 - Research and present information.

| | Descriptor | Example |
|--------------------|--|---|
| Achievement | <p>Plans research by stating topic, posing key questions and identifying possible sources.</p> <p>Collects, selects and records relevant information, recording sources in an accepted format.</p> <p>Records steps taken during the research process.</p> <p>Organises and presents the information as a final product.</p> | <p>Refer to annotated achievement exemplar C.</p> |
| Merit | <p>Plans research by stating topic, posing key questions and identifying possible sources.</p> <p>Collects, selects and records relevant information, recording sources in an accepted format.</p> <p>Records steps taken during the research process.</p> <p>Organise and present the information clearly and logically as a final product, drawing conclusions linked to the research questions.</p> | <p>Refer to annotated merit exemplar B.</p> |
| Excellence | <p>Plans research by stating topic, posing key questions and identifying possible sources.</p> <p>Collects, selects and records relevant information, recording sources in an accepted format.</p> <p>Records steps taken during the research process.</p> <p>Organise and present the information succinctly as a final product, drawing conclusions and forming judgements linked to the research questions.</p> | <p>Refer to annotated excellence exemplar A.</p> |