



NZQA Assessment Support Material

Unit standard	18758				
Title	Find information using the internet				
Level	1	Credits	2	Version	5

Vocational pathways	Manufacturing and Technology; Primary Industries; Service Industries; Social and Community Services; Construction and Manufacturing; Creative Industries
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Assessor guidelines

Introduction

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

As with all assessment resources, assessing organisations will need to follow their own quality control processes. Assessors must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor may need to change figures, measurements or data sources or set a different context or topic. Assessors need to consider the local context in which learning is taking place and its relevance for learners.

Assessors need to be very familiar with the outcome being assessed by the unit standard. The evidence requirements and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

Context/setting

This activity requires learners to describe and demonstrate use of the internet to gain information for a given situation.

A resource with possible scenarios for assessment is included in the next section.

Level of performance expected

This is a level 1 standard. This means learners should be:

- Using basic general and/or foundation knowledge in theory questions;
- Applying basic solutions to simple problems and applying basic skills required to carry out simple tasks;
- Working in highly structured contexts, taking some responsibility for their own learning;
- Interacting with others.

Resource requirements

- Internet access.

Resource – possible scenarios for assessment

Scenario One– Apprentice Electrician (Manufacturing)

You are working as an apprentice electrician and a customer wants some outside lights installed, attached to the house and in the garden.

Use the internet to find some possible design ideas and options for external lighting.

Scenario Two- Meat Inspector (Manufacturing)

You have been allocated a work experience placement at the local meat works working alongside the meat inspector. To prepare for the work experience you have been asked to find out information on the work of a meat inspector, the laws that govern what they do and the various places they work and the sort of work they do.

Use the internet to research the information you have been asked to provide.

Scenario Three – Landscape Gardener

You are working as a gardener who provides gardening services to a number of different households. A customer asks you for advice about feeding and pruning roses.

Use the internet to find some websites that might be useful to share with your customer.

Scenario Four – Seafood (Primary)

You are working as a fish filleter in a seafood processing plant and have applied to work as an apprentice in a food technology role.

Use the internet to investigate a range of seafood dishes you could learn to prepare that could be discussed when you go for an interview.

Scenario Five – Travel Agent (Service)

You would like to work in the travel industry as a travel agent. You have an interview with a local firm. As part of the interview they have asked you to complete a presentation on New Zealand destinations that would appeal to thrill seekers. You must present at least three destinations and include the accommodation costs, equipment required and costs of completing any activities.

Use the internet to research travel destinations and costs.

Scenario Six – Veterinary Assistant (Service)

You are doing work experience with the local veterinary clinic. A local primary school has asked you to come and give a talk about keeping rats and mice as pets.

Use the internet to research some basic facts you can give the children about looking after rats and mice.

Scenario Seven – Community Volunteer (Social and Community Services)

You have decided that you have five hours a week spare so thought you would like to volunteer that time for a community organisation.

Thinking about your interests and skills, use the internet to find a place you could volunteer at.

Scenario Eight – Teacher Aide (Social and Community Services)

You are working as a Teacher Aide at a local primary school and look after children who do not speak English as a First Language. An 8-year old girl from Somalia has recently started at the school and does not speak any English.

Use the internet to find out some Somalian words or phrases so that you can communicate with her on her first few days at school to help her settle in.

Assessment Schedule

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Evidence requirements		Evidence for achieved	Judgements for achieved
Outcome 1 Demonstrate knowledge of the internet.			
1.1	The internet is described in terms of its method of operation.	<ul style="list-style-type: none"> Part 1 – <i>About the Internet worksheet</i> Part 3 – <i>Describing URL worksheet</i> See sample answers for examples of appropriate responses for both worksheets.	Learner: <ul style="list-style-type: none"> provides a correct description of the internet for each of the range items in terms of its method of operation. accurately compares the Internet and an Intranet in terms of their purpose and use. accurately describes the location of a web page in terms of its URL which includes its URL, protocol, domain, suffix and country. accurately describes web pages in terms of the capability of the software being used for at least two different browsers and two different plug-ins.
Range	computer, search engine, World Wide Web, pages, server, client, browser		
1.2	Location of web page is described in terms of its Uniform Resource Locator (URL).		
Range	URL, protocol, domain, suffix, country		
1.3	Web pages are described in terms of the capability of the software being used by the viewer.		
Range	a minimum of two different browsers and plug-ins are described.		
1.4	The description includes a comparison between the Internet and an intranet in terms of their purpose and use.		

Outcome 2 Launch and close a web browser and use browser controls.			
2.1	Connection to the internet is achieved through successfully launching a browser.	<ul style="list-style-type: none"> • Verification form for Part 2 	<ul style="list-style-type: none"> • Verifier confirms that learner has launched and closed a web browser and can use browser controls by ticking against relevant criteria in the Verification Form. All items in ranges for 2.2 and 2.3 must be observed. • Verification is signed and dated. Verifier is someone in a supervisory role with appropriate level of responsibility to be able to confirm the requirements of the unit standard were met.
Range	may include but is not limited to – dial up, wireless, launch from desktop		
2.2	Web pages are opened successfully using a range of browser controls.		
Range	includes but is not limited to: URL in address bar, search, favourites/bookmarks, history and social bookmarking. A minimum of two pages for each control is required.		
2.3	Browser controls are used to successfully navigate between web pages.		
Range	includes but is not limited to: forward and back, home, stops, tabs		
Outcome 3 Use search engines to find information on the Internet.			
Range	may include but is not limited to – local search engine, general search engine, specific (vertical) search engine, metasearch engine (or aggregator) directories, library database. Evidence of the use of three different types of search engines is required.		
3.1	Information is found using simple and advanced techniques.	<ul style="list-style-type: none"> • Part 4 Worksheet 3 – - <i>Evaluating the search</i> worksheet • Verification form. 	<ul style="list-style-type: none"> • Learner finds information using a variety of search techniques recorded on the <i>Evaluating the search</i> worksheet • Evaluation of results from all three search engines is completed with the learner offering appropriate comments regarding relevance and provenance of the information that matches the purpose/s of the search.
Range	Simple techniques include but are not limited to: keywords, phrases, find within a web page, truncations. Advanced techniques include but are not limited to: Boolean operators, search restrictions (time specific, domain type, country, file types).		

3.2	Search results are evaluated in terms of the relevance and provenance of the information found.	<ul style="list-style-type: none"> • Verifier confirms that learner has used search engines to find information on the internet by ticking against all relevant criteria in the Verification Form.
Range	a minimum of two pieces of information from each of the three search engines are evaluated.	<ul style="list-style-type: none"> • Verification is signed and dated. Verifier is someone in a supervisory role with appropriate level of responsibility to be able to confirm the requirements of the unit standard were met.

Sample answers for US 18758 Find information using the internet

Part 1 About the Internet

Describe the internet's method of operation by providing a description for each of the following terms.

TERM	DESCRIPTION
Client	<i>An application that runs on a personal computer or workstation and relies on a server to perform some operations.</i>
Computer	<i>An electronic device for storing and processing data, machine able to respond to instructions and can perform a list of instructions.</i>
Search engine	<i>A program that looks for documents or indexes of documents for words or phrases and returns a list of the websites where those items were found.</i>
Server	<i>A computer, as well as the software running on it, that delivers, or "serves up" Web pages.</i>
Browser	<i>The computer program used to view documents on the World Wide Web.</i>
World Wide Web	<i>Refers to the set of all the information resources that can be accessed via HTTP.</i>
Pages	<i>The screen display of information from a website.</i>

2. Describe the INTERNET and INTRANET in terms of their purpose and use

INTERNET	INTRANET
<p>The main purpose of the internet is: to communicate using a common language and protocols.</p> <p><i>It is used by: across a worldwide network of computers .and available to all people who have access to an internet connection from a variety of devices including a mobile phone.</i></p>	<p>The main purpose of an intranet is: <i>to connect a series of computers belonging to one organisation.</i></p> <p><i>It is used by: people within the specific organisation.</i></p>

Part 2 Describing URL worksheet

1. Choose two of the web pages you found in your search.
2. Describe the location of each page in terms of its Uniform Resource Locator (URL). Each part of the URL must be described.
3. Describe each web page in terms of the capability of the software you are using – a different browser and a different plug-in must be used in each description.

Web page 1

Website URL	<i>http://www.tvnz.co.nz/masterchef-recipes/seafood-4693462</i>	
	protocol	<i>http indicates that hypertext transfer protocol is used which identifies it as a web</i>
	domain	<i>tvnz the domain name which is the owner of the website</i>
	suffix	<i>co is related to the type of organisation that website belongs to</i>
	country	<i>nz describes the country that the name belongs to; not always used ;nz relates to</i>
Browser used	<i>Internet explorer 10</i>	
Plugin used	<i>Adobe flash player is a plug in; it has the capability of allowing users to play videos for sites such as YouTube.</i>	

Web page 2

Website URL (descriptions as above)	<i>http://americanfood.about.com/od/resourcesadditionalinfo/tp/Easy-Fish-And-Seafood-Recipes-For-Novice-Cooks.htm</i>	
	protocol	<i>(http)</i>
	domain	<i>(American food)</i>
	suffix	<i>(about)</i>
	country	<i>(USA)</i>
Browser used	<i>Chrome browser is used to browse the internet. It has the capability of being able to run apps and is generally thought to be faster than Internet explorer</i>	
Plugin used	<i>Shockwave flash</i>	

Part 2 Evaluating the search worksheet

1. Evaluate at least **two pieces of information** you found in your search in terms of its relevance and provenance, from each of **three search engines**.

Types of search engines may include but are not limited to – local search engine, general search engine, specific (vertical) search engine, metasearch engine (or aggregator), directories, library database.

Students **must use** the following types of searches: keywords, phrases, find within a webpage, truncations, Boolean operators, search restrictions (time specific, domain type, country, file types).

A sample response for one search is included below.

Search engine 1: <i>Google</i>	
Search criteria used: <i>seafood recipes (phrase) or seafood AND masterchef (boolean), seafood +nz (restriction country)</i>	
What was the purpose or reason for your search? <i>I wanted to find a dish based on seafood so I have something I can talk about in detail at the interview.</i>	
One piece of information I found was: <i>Masterchef NZ website:</i> <i>I found a variety of seafood recipes; some were particular to New Zealand. All of the recipes had photos of the finished dishes, so I was able to see how they should be presented.</i>	
How relevant was the information found for the purposes of the search? <i>I was able to watch a video of a seafood dish being prepared. It was exactly what I was looking for and helped me to understand how the dish was cooked.</i>	Comment on the source of this information (eg the site, the author) – was it current, reliable, credible, clear, etc? <i>Information was published by Masterchef NZ – as I know this programme and the material is developed by TVNZ, the information is reliable and the show was filmed this year.</i>
A second piece of information I found was: <i>About.com – various recipes for fish and other foods, put into sections like ‘For busy cooks’ and BBQ recipes.</i>	
How relevant was the information found for the purposes of the search? <i>Partly relevant – it gave me some useful ideas but used some species of fish we don’t have in NZ and quantities were in imperial measures.</i>	Comment on the source of this information (eg the site, the author) – was it current, reliable, credible, clear, etc? <i>I don’t know this company so am not sure of the credibility of its recipes and ideas. But it says it has 1000 writers, has been going since 1996 and the site is dated 2013, so it seems current,</i>