

Information Literacy and the National Curriculum

Key Stage 4

In the following information the School Library Association has mapped information literacy against the new National Curriculum Key Stage 4 as published so far, including the programmes of study and levels of attainment. We have mapped the places where information literacy is clearly identified. It could be argued that the whole of the curriculum is concerned with developing information literate students.

ENGLISH

Key Concepts

Competence

- a) Expressing complex ideas and information clearly, precisely and accurately in spoken and written communication.

Speaking and listening

Pupils should be able to:

- a) Present information and points of view clearly and appropriately in different contexts, adapting talk for a range of purposes and audiences, including the more formal

Critical understanding

- a) Engaging with the details of ideas and texts.
- b) Connecting ideas, themes and issues, drawing on a range of texts.
- c) Forming independent views and challenging what is heard or read on the grounds of logic, evidence or argument.
- d) Analysing and evaluating spoken and written language to explore their impact on the audience.

Key Processes

Speaking and listening

- b) present information clearly and persuasively to others, selecting the most appropriate way to structure and organise their speech for clarity and effect
- e) listen to complex information and respond critically, constructively and cogently in order to clarify points and challenge ideas
- f) synthesise what they hear, separating key ideas from detail and illustration

Reading for meaning

Pupils should be able to:

- a) analyse and evaluate information, events and ideas from texts
- e) select, compare, summarise and synthesise information from different texts and use it to form their own ideas, arguments and opinions
- f) reflect on the origin and purpose of texts and assess their usefulness, recognising bias, opinion, implicit meaning and abuse of evidence
- h) recognise and evaluate the ways in which texts may be interpreted differently according to the perspective of the reader

Writing

Composition

Students should be able to:

- c) present information and ideas on complex subjects concisely, logically and persuasively
- d) establish and sustain a consistent point of view in fiction and non-fiction writing
- h) support and strengthen their own views by incorporating different kinds of evidence from a range of sources
- k) summarise and take notes
- l) use planning, drafting, editing, proofreading and self-evaluation to revise and craft their writing for maximum impact.

[Click here to link to national curriculum for English at Key Stage 4](#)

Attainment target 2: Reading

Level 4

They refer to the text when explaining their views and are able to locate and use ideas and information.

Level 5

In their responses, they identify key features and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.

Level 6

In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They summarise a range of information from different sources.

Level 7

Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They select, synthesise and compare information from a variety of sources.

Level 8

Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts.

Exceptional performance

They make apt and careful comparisons between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate

[Click here to link to attainment targets for English at Key Stage 4](#)

ICT

Key Concepts

Capability

a) Using a range of ICT tools in a purposeful way to tackle questions, solve problems and create ideas and solutions of value.

Exploring ideas and manipulating information

c) Manipulating information and processing large quantities of data efficiently.

Critical evaluation

a) Recognising that information must not be taken at face value, but must be analysed and evaluated to take account of its purpose, author, currency and context.

Key Processes

Finding information

Pupils should be able to:

a) analyse systematically the information needed to solve a range of problems.

c) select appropriate information from a wide range of sources, showing discrimination in their choices and judging the value, accuracy, plausibility and bias of information

d) explore, develop and interpret information to produce solutions that meet user needs

e) evaluate critically and justify information choices and act on feedback from others where appropriate.

Communicating information

Pupils should be able to:

- a) use a range of ICT tools and media to share, exchange and present information effectively in a variety of contexts
- b) create quality solutions that show they have considered how the information should be interpreted and presented in forms that suit audience, purpose and content
- c) communicate and exchange information (including digital communication) safely, responsibly and securely.

Range and Content

The study of ICT should include:

- a) use of increasingly demanding problems and more complex information from a wide range of sources in a variety of contexts
- c) developing an understanding of the need to:
 - keep information secure and minimise risks from computer viruses and other malicious practice
 - manage information, storage and access to secure content and enable efficient retrieval

[Click here to link to national curriculum for ICT at Key Stage 4](#)

Attainment target for ICT

Level 4

Pupils combine and refine different forms of information from various sources. Pupils understand the need for care in framing questions when collecting, finding and interrogating information. They interpret their findings, question plausibility and recognise that poor-quality information leads to unreliable results. They use ICT to present information in different forms and show they are aware of the intended audience and the need for quality in their presentations. They exchange information and ideas with others in a variety of ways, including using digital communication. They use ICT to organise, store and retrieve information.

Level 5

They select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use ICT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using digital communications. They use ICT to organise, store and retrieve information using logical and appropriate structures.

Level 7

They combine information from a variety of ICT-based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information to develop systems suited to work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system. They consider the benefits and limitations of ICT tools and information sources and of the results they produce, and they use these results to inform future judgments about the quality of their work.

Level 8

Pupils independently select appropriate information sources and ICT tools for specific tasks, taking into account ease of use and suitability. They design successful ways to collect and prepare information for processing.

[Click here to link to attainment targets for ICT at Key Stage 4](#)

SCIENCE

Practical and enquiry skills

Pupils should be taught to:

- b) collect data from primary or secondary sources, including using ICT sources and tools

- d) evaluate methods of collection of data and consider their validity and reliability as evidence.

[Click here to link to national curriculum for Science at Key Stage 4](#)

Attainment target for Science

Level 5

Pupils decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus.

Level 6

Pupils identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding.

Level 7

Pupils plan appropriate approaches and procedures, by synthesising information from a range of sources.....They recognise the need for a risk assessment and consult appropriate sources of information, which they follow.

Exceptional performance

They readily identify hazards, seek appropriate risk assessment information and advice, select that which is relevant and, in consultation with their teacher, adjust practice as required.

[Click here to link to attainment targets for Science at Key Stage 4](#)

Citizenship

Key Processes

Critical thinking and enquiry

Pupils should be able to:

- b) research, plan and undertake enquiries into issues and problems using a range of information, sources and methods
- c) interpret and analyse critically sources used, identifying different values, ideas and viewpoints and recognising bias.

[Click here to link to national curriculum for Citizenship at Key Stage 4](#)

Attainment target for Citizenship

Level 4

Pupils explore a range of sources of information to engage with topical and controversial issues, including where rights compete and conflict. They develop research questions to explore issues and problems and begin to assess the impact of these for individuals and communities. They use what they find out to make informed contributions in debates.

Level 5

They use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions. They communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved.

Level 6

They decide on appropriate research strategies and develop questions to investigate issues. They explore and interpret different sources of information and begin to assess these for validity and bias. They develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them. They use their findings to present a persuasive case for a particular course of action, giving reasons for their view.

Level 7

They question assumptions and their own views as a result of informed debate and examination of relevant evidence. They use a range of research strategies and sources of information with confidence.

Level 8

They make connections between information derived from different sources and their own experience in order to make perceptive observations. They carry out different types of research and hypothesise alternative courses of action, exploring the different implications of each.

Exceptional performance

They research complex issues, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions.

[Click here to link to attainment targets for Citizenship at Key Stage 4](#)

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