

# Researching

## Desirable features

-if pupils are working in the area of researching these are some of the characteristics they may demonstrate

<b>Level 1: Typically pupils may...</b>
<ul style="list-style-type: none"><li>• Select a familiar picture or word from a given bank for a specific topic e.g. ourselves, homes (Explore)</li><li>• Match a picture to word (Explore)</li><li>• Print their work (Exhibit)</li></ul>
<b>Level 2: Typically pupils may...</b>
<ul style="list-style-type: none"><li>• Select an appropriate picture or sound from a wider range and use it purposefully, for example, farm animals / zoo animals (Explore)</li><li>• Take part in a whole class discussion about their choices (Evaluate)</li><li>• Save their work (Exhibit)</li></ul>
<b>Level 3: Typically pupils may...</b>
<ul style="list-style-type: none"><li>• Use search facilities, directed by the teacher, for example: given Internet sites, given CD ROM (Explore)</li><li>• Search documents, sound or pictures on the Internet or shared folders (Explore)</li><li>• Find content</li><li>• Demonstrate awareness of referencing sources (Explore)</li><li>• Discuss where information on a topic might be found (Evaluate)</li><li>• Talk about their choices, restating information, sometimes supported by evidence (Evaluate)</li><li>• Save work and give it a suitable file name (Exhibit)</li><li>• Save work to a specified location (Exhibit)</li></ul>
<b>Level 4: Typically pupils may...</b>
<ul style="list-style-type: none"><li>• Make suggestions on searches for a given topic (Explore)</li><li>• Gather information from a limited range of sources with some relevance, quality, depth and balance (Explore)</li><li>• Select information to download in a suitable format e.g. partial content from a website (Explore)</li><li>• Edit found text and draw conclusions (Explore)</li><li>• Provide some references to sources (Explore)</li><li>• Talk about reasons for their choices – text, images, sounds and moving images (Evaluate)</li><li>• Show an awareness that not all information is accurate (Evaluate)</li><li>• Add appropriate websites to favourites / bookmarks (Exhibit)</li></ul>
<b>Level 5: Typically pupils may...</b>
<ul style="list-style-type: none"><li>• Gather information in an organised manner from a range of sources, print and digital (Explore)</li><li>• Search for information from a range of sources, for example, CD ROM, Internet, LNI and carry out more advanced searches (Explore)</li><li>• Analyse the evidence collected (Explore)</li><li>• Show an awareness that not all information is objective (Explore)</li><li>• Reference sources and provide supporting notes (Explore)</li><li>• Copy and paste selected relevant information (Express)</li><li>• Begin to evaluate in terms of audience and purpose (Evaluate)</li><li>• Store favourites (Exhibit)</li><li>• Download text, pictures and sound in an appropriate format (Exhibit)</li></ul>

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### Level 6: Typically pupils may...

- Independently reference sources (Explore)
- Independently refine searches and gather information from a range of quality sources (Explore)
- Download text, still and moving images and sound, identifying and using different formats for storage of assets, for example: jpegs, gifs, formatted / unformatted text (Explore / Exhibit)
- Evaluate found assets for authenticity and for audience and purpose (Explore)
- Demonstrate understanding of validity of information and discriminate in its use (explore)
- Carefully analyse information collected and draw appropriate conclusions supported by evidence (explore)
- Demonstrate clear writer's voice (Express)
- Explain and justify their use of ICT for each piece of work e.g. explaining why an ICT method was more appropriate than non-ICT method (Evaluate)
- Routinely explain and justify their choice of software and methods (Evaluate)
- Organise the storage of found assets (Exhibit)
- Store and organise favourites selectively (Exhibit)

### Level 7: Typically pupils may...

- Used advanced search techniques to refine searches, for example, "quotes", operators (+,-) (Explore)
- Develop questioning / research independently (Explore)
- Verify found assets by cross-referencing a number of sources (Explore)
- Reference sources, for example: lists of sites / comments on usefulness (Explore)
- Take account of web standard sites when preparing to share materials for particular audiences and purposes (Exchange)
- Review their use of ICT and make adjustments as necessary (Evaluate)
- Gather feedback from other users and respond to this as necessary (evaluate)