Unit 2, Module 1 – Project Preparation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Excelling** | Can demonstrate a high level of understanding of all of the following: coffee, snacks, prices, possible allergies, technology, resources (equipment/ materials) required roles and responsibilities, rostering, prices, advertisement, budget, skills required, providing at least five examples of each | All questions have been completed using detail | Has included eight or more survey questions that can be used to collect quantitative and qualitative data | Uses correct labels and unit measure for axes | Is able to explain in depth the qualitative data collected, using eight or more examples to justify their response |
| Axes are numbered evenly in order | Uses the data to explain in detail four or more strengths and weaknesses of the project |
| All plotting points are correctly indicated and match up with data |
| **Achieving** | Can demonstrate knowledge of all of the following: coffee, snacks, prices, possible allergies, technology, resources (equipment/ materials) required roles and responsibilities, rostering, prices, advertisement, budget, skills required, providing at least three examples of each | All questions have been completed | Has included five or more survey questions that can be used to collect quantitative and qualitative data | Uses correct labels for graph axes, but does not have units of measure | Is able to explain the qualitative data collected, using five or more examples to justify their response |
| Axes are numbered evenly and in order, but are numbered either too high or too low | Uses the data to explain two or more strengths and weaknesses of the project |
| Most of the points are plotted correctly; however, one or two may be incorrect |
| **Satisfactory** | Can demonstrate some knowledge, including three of the following: coffee, snacks, prices, possible allergies, technology, resources (equipment/ materials) required roles and responsibilities, rostering, prices, advertisement, budget, skills required, providing at least two examples of each | More than 50 % of the questions have been completed | Has included less than five survey questions that can be used to collect either quantitative or qualitive data only | Labels of graph are incorrect | Can demonstrate some comprehension in relation to qualitative data; however, it does use specific examples from surveys |
| Axes are numbered, but numbers are not in order or evenly spaced | Can list at least two strengths or two weaknesses of the project |
| Only one of the x-axis or y-axis points match the data |
| **Not yet satisfactory** | Can demonstrate some knowledge, including two of the following: coffee, snacks, prices, possible allergies, technology, resources (equipment/ materials) required roles and responsibilities, rostering, prices, advertisement, budget, skills required, providing at least one example of each | Less than 50% of questions have been completed | Has included only one survey questions that can be used to collect either quantitative or qualitive data only | Does not label axes of graph correctly | Finds it difficult to explain the qualitative data collected and needs teacher assistance |
| Axes are not numbered | Can only list one strength or one weakness of the project |
| Neither the x-axis or y-axis points match the data |
| Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Mind map/brainstorm** | **Structured questions** | **Surveys** | **Graph** | **Evaluation of surveys** |
| **Activity 1** | | **Activity 2** | | |