Unit 3, Module 1–2 – Research Task and Presentation

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| **Excelling** | All questions have been completed using detail | The poster includes all elements as well as additional information | Can confidently identify and discuss similarities and differences of contributing factors to positive and negative health | Uses five or more reputable sources to collect information | Uses eye contact more than 80% of the time | Is able to answer all class questions with explanation and elaboration | Demonstrates strong enthusiasm about the topic during the entire presentation | Has listed and described in detail both objectives and principles of the OH&S Act | Has created a table that allows student to define in detail roles and responsibilities of both employers and employees within a workplace | Has analysed and evaluated five or more OH&S documents, identifying the main features, describing more than five strengths and five weaknesses in detail |
| Poster is structured correctly with a clear beginning, middle and end, with all headings and subheadings that can be read 1 metre away | Addresses all criteria in detail | Speaks with fluctuation in volume and tone to interest audience and emphasis key points | Includes at least five examples, facts and/or statistics to support conclusions/ ideas with evidence | Significantly increases audience understanding and knowledge of topic | Has provided five or more examples of staff members (employees and employers) for a chosen workplace |
| The poster is exceptionally engaging in terms of design, layout and neatness | Completes more than three case studies | Has created cue cards | Presentation is presented in a logical way, with a clear beginning, middle and end, with the use of headings and subheadings | Convinces the audience to recognise the validity and importance of the topic |
| Includes five pictures related to content of the project |
| There are no grammatical mistakes on the poster |
| **Achieving** | All questions have been completed | The poster includes all elements | Can identify similarities and differences of contributing factors to positive and negative health | Uses two or more reputable sources to collect information | Uses eye contact more than 50% of the time | Is able to answer all class questions with ease, without elaboration | Demonstrates some enthusiastic feelings about the topic | Has listed and described both objectives and principles of the OH&S Act | Has created a table that allows student to define roles and responsibilities of both employers and employees within a workplace | Has analysed and evaluated three OH&S documents, identifying the main features, describing three strengths and three weaknesses |
| Poster is structured correctly with a clear beginning, middle and end, with most headings and subheadings that can be read 1 metre away | Addresses all criteria | Speaks with some variation in tone and volume | Includes at least two examples, facts and/or statistics to support conclusions/ ideas with evidence | Raises audience understanding and awareness of most points | Has provided three or more examples of staff members (employees and employers) for a chosen workplace |
| The poster is engaging in terms of design, layout and neatness | Completes three case studies |
| Includes three pictures related to content of the project |
| There are one – three grammatical mistakes on the poster |
| **Satisfactory** | More than 50 % of the questions have been completed | Poster includes all elements; however, information about the project is incorrect | Can identify either similarities or differences of contributing factors to positive or negative health | Uses one reputable source to collect information | Uses eye contact less than 50% of the time | Is uncomfortable with information, only able to answer simple class questions | Show little of mixed feelings about the topic | Has listed both objectives and principles of the OH&S Act | Has listed two or more roles or responsibilities for either the employers or employees within a workplace | Has discussed two OH&S documents, identifying the main features and listing either two strengths or two weaknesses |
| Poster is not structured with a clear beginning, middle and end, and only two headings can be read from 1 metre away | Addresses more than 50% of the criteria | Speaks with uneven volume and tone | Includes three pictures related to content in presentation | Raises audience understanding and knowledge of some points | Has provided two or more examples of staff members (employees or employers) for a chosen workplace |
| The poster is acceptably engaging in terms of design, layout and neatness | Completes two case studies |
| There are four to six grammatical mistakes on the poster |
| Includes three pictures; however, not all pictures are related to content of the project |
| **Not yet satisfactory** | Less than 50% of questions have been completed | Poster is missing several elements and some information is incorrect | Can only identify either similarities or differences of contributing factors to positive or negative health with teacher or peer assistance | Does not use any reputable sources to collect information | Holds no eye contact with audience | Does not have a grasp of information, not being able to answer class questions | Shows no interest in the topic | Has listed either the objectives or principles of the OH&S Act | Has listed one role or responsibility for either the employers or employees within a workplace | Has discussed one OH&S document, identifying the main features and listing either one strength or one weakness |
| Poster is not structured with a clear beginning, middle and end, and only one heading can be read from 1 metre away | Addresses less than 50% of the criteria | Speaks in low volume and monotonous tone | Includes one picture related to content in presentation | Fails to increase audience understanding of knowledge of topic | Has provided one example of a staff member for a chosen workplace |
| The poster is messy and poorly designed | Completes only one case study |
| Includes one picture; however, it is not related to the content of the project |
| There are more than seven grammatical mistakes on the poster |
| Not shown | Not Shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Introduction to topic – Structured questions** | **Poster (physical and mental issues)** | **Class discussion** | **Research task – case studies (bullying, sexual harassment and discrimination)** | **Delivery** | **Content/ organisation** | **Enthusiasm/audience awareness** | **Objectives and principles** | **Roles and duties – employees and employers** | **OH&S documents (analyse, strengths and weaknesses)** |
| **Activity 1 – Introduction** | | | **Activity 2** | **Activity 3 – Presentation** | | | **Activity 4 – OH&S poster** | | |