Unit 2 PDS & WRS, Outcome 1

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| **Excelling** | *All questions have been completed using detail* | **All questions have been completed using detail** | **Can confidently discuss the concept of community, citizenship and characteristics that influence community** | *Participates in the activity by adding or subtracting post-it notes*  **Can list factors that influence all of the following: social, cultural, environmental factors for two or more than two careers/ occupations** | *All questions have been completed using detail* | **All questions have been completed using detail** | *Is able to correctly match seven or more appropriate skills, interests and capabilities independently*  **Is able to correctly match seven or more appropriate roles, rights and responsibilities independently** | *Can demonstrate knowledge of interests, attributes and capabilities by linking five or more employability skills, personal capabilities/ attributes to five or more specific industries* | Seven photos annotated with all annotation requirements completed in detail | **Uses seven or more reputable sources to collect information**  **Addresses all criteria in detail**  **Independently selects an appropriate person of significance** | **Structures letter/invitation in a logical order with a clear beginning, middle and end, using appropriate format relevant to chosen medium**  **Spelling, punctuation and grammar used with considerable accuracy**  **Word count between 200–300 words** | Creates 15 or more open- ended interview questions, based on all of the following: **community, citizenship, roles and responsibilities and social, cultural, environmental and economic influences** *as well as personal attributes, capabilities and employability skills* | **Demonstrates strong communication skills, using a clear voice, engaging in conversation, actively listening, demonstrating the importance of interview questions as well as recording the interview** | Uses seven or more reputable sources to collect information  Addresses all criteria in detail  *Independently links three ‘working styles’ to industry*  *Connects employability skills and personal capabilities and attributes to industry, identifying seven strengths and seven blockers*  **Develops more than seven strategies/ goals for future growth** | *Links at least seven personal transferable skills to the chosen career/ occupation*  **Evaluation of interview consisting of at least seven positive and seven negative aspects**  **Includes detailed strategies for improvement, with a minimum of seven strategies**  **Describes in detail at least seven ways the career/ occupation helps shape the community** | Uses eye contact throughout the presentation.  Speaks with fluctuation in volume and tone to interest audience and emphasise key points  Has created cue cards | Is able to answer all class questions with explanation and elaboration  Includes at least eight examples, facts and/or statistics to support conclusions/ ideas with evidence  Presentation is presented in a logical way, with a clear beginning, middle and end, with the use of headings and subheadings | Demonstrates strong enthusiasm about the topic during the entire presentation  Significantly increases audience understanding and knowledge of topic  Convinces the audience to recognise the validity and importance of the topic |
| **Achieving** | *All questions have been completed* | **All questions have been completed** | **Can discuss the concept of community, citizenship and characteristics that influence community** | *Participates in activity and adds or subtracts post-it notes*  **Can list factors that influence all of the following: social, cultural, environmental factors for one career/ occupation** | *All questions have been completed* | **All questions have been completed** | *Is able to correctly match five or more appropriate skills, interests and capabilities within a group*  **Is able to correctly match five or more appropriate roles, rights and responsibilities independently** | *Can demonstrate knowledge of interests, attributes and capabilities by linking three or more employability skills, personal capabilities/ attributes to three or more specific industries* | Five photos annotated with all annotation requirements completed | **Uses five or more reputable sources to collect information**  **Addresses all criteria**  **Independently selects an appropriate person of significance** | **Structures letter/invitation in a logical order with a clear beginning, middle and end**  **Spelling, punctuation and grammar used with reasonable accuracy**  **Word count between 100–200 words** | Creates 10 or more open- ended interview questions, based on all of the following: **community, citizenship, roles and responsibilities and social, cultural, environmental and economic influences** *as well as personal attributes, capabilities and employability skills* | **Demonstrates communication skills, using a clear voice, engaging in conversation, actively listening, demonstrating the importance of interview questions** | Uses five or more reputable sources to collect information  Addresses all criteria  *Links three ‘working styles’ to industry*  *Connects employability skills and personal capabilities and attributes to industry, identifying five strengths and five blockers*  **Develops more than five strategies/ goals for future career prospects and outcomes** | Links at least five personal transferable skills to the chosen career/ occupation  **Evaluation of interview consisting of at least five positive and five negative aspects**  **Includes at least five strategies for improvement for personal and emotional growth**  **Describes at least five ways the career/ occupation helps shape the community** | Uses eye contact most of the time  Speaks with volume and tone to interest audience and emphasise key points  Has created cue cards | Is able to answer all class questions with explanation  Includes at least five examples, facts and/or statistics to support conclusions/ ideas with evidence  Presentation is presented in a logical way, with a clear beginning, middle and end, with the use of headings and subheadings | Demonstrates some enthusiastic feelings about the topic  Raises audience understanding and awareness of most points |
| **Satisfactory** | *More than half the questions have been completed* | **More than half the questions have been completed** | **Can discuss some concepts relating to community and citizenship** | *Participates in activity; however, there is minimal movement around the room and does not add or subtract post-it notes*  **Can list factors that influence two of the following: social, cultural, environmental factors for one career/ occupation** | *More than half the questions have been completed* | **More than half the questions have been completed** | *Is able to participate in the mix and match activity, giving at least one appropriate skill, interest or capability within a group and* **at least one appropriate role, right or responsibility** | *Can link any three employability skills or personal capabilities/attributes to one specific industry* | Three photos annotated with more than half the annotation requirements completed | **Uses two or more reputable sources to collect information**  **Addresses more than half the criteria** | **Structures letter/invitation so it makes sense**  **Spelling, punctuation and grammar used with sufficient clarity for the meaning to be understood**  **Word count is less than 100 words** | Creates five or more open-ended interview questions, based on any of the following: **community, citizenship, roles and responsibilities and social, cultural, environmental and economic influences** *or personal attributes, capabilities and employability skills* | **Demonstrates limited communication skills, voice is quiet and level of engagement in conversation is lacking, with half or more of the interview questions addressed** | Uses two or more reputable sources to collect information  Addresses more than half the criteria  *Links less than three ‘working styles’ to an industry, with teacher assistance*  *Struggles to connect employability skills and/ or personal capabilities and attributes to industry, listing two strengths or two blockers*  **Lists two strategies/ goals for future career prospects and outcomes** | *Links at least two transferable skills to the chosen career/ occupation*  **Evaluation of interview consisting of at least two positive or two negative aspects**  **Includes at least two strategies for improvement**  **List at least three ways the career/ occupation helps shape the community** | Uses eye contact more than half the time  Speaks with some variation in tone and volume | Is able to answer most class questions with ease, without elaboration  Includes at least two examples, facts and/or statistics to support conclusions/ ideas with evidence | Show little of mixed feelings about the topic  Raises audience understanding and knowledge of some points |

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| **Not yet satisfactory** | *Less than half the questions have been completed* | **Less than half the questions have been completed** | **Finds it difficult to discuss some concepts relating to community and citizenship** | *Is physically present for the activity: however, makes no effort to actively participate*  **Can list factors that influence one of the following: social, cultural, environmental factors for one career/ occupation** | *Less than half the questions have been completed* | **Less than half the questions have been completed** | Is physically present for the mix and match group activity; however, does not participate within the group setting | *Can link any three employability skills or personal capabilities/attributes to one specific industry, with teacher assistance* | One photo annotated with more than half the annotation requirements completed | **Uses one reputable source to collect information**  **Addresses less than half the criteria** | **Does not structure letter/invitation correctly**  **Spelling, punctuation and grammar used with sufficient clarity for the meaning to be understood**  **Word count is less than a paragraph** | Creates five ‘yes/no’ questions for interview with chosen community member | **Demonstrates limited communication skills and needs assistance when asking interview questions** | Uses one reputable source to collect information  Addresses less than half the criteria  *Can only link one ‘working style’ to an industry, with teacher assistance*  *Struggles to connect employability skills and/ or personal capabilities and attributes to industry, listing one strength or one blocker*  **Lists one strategy/ goal for future growth** | *Links one transferable skill to the chosen career/ occupation*  **Evaluation of interview consisting of one positive or one negative aspect**  **Includes one strategy for improvement**  **List one way the career/ occupation helps shape the community** | Uses eye contact less than half the time  Speaks with uneven volume and tone | Is uncomfortable with information, only able to answer simple class questions  Includes three pictures related to content in presentation | Shows no interest in the topic  Fails to increase audience understanding of knowledge of topic |
| Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown | Not shown |
| **Criteria** | **Structured questions** *(Part A – WRS)* | **Structured questions (Part B – PDS)** | **Class Discussion** | **Student participation in Post-it activity** | **Structured questions** *(Part A– interest, attributes and capabilities)* | **Structured questions**  **(Part B – roles, rights and responsibilities)** | **Mix and match activity** | **Mind map** | **Annotate photographs of community members (Note:** *WRS* **and PDS combined)** | **Research task community member** | **Invitation for community member** | **Interview questions for community member (Note:** *WRS* **and PDS combined)** | **Conduct interview** | **Research task (Note:** *WRS* **and PDS combined)** | **Reflective journal of interview**  **(Note:** *WRS* **and PDS combined)** | **Delivery** | **Content/ organisation** | **Enthusiasm/ audience awareness** |
| **Activity 1** | | | | **Activity 2** | | | | | | | | **Activity 3** | | | **Activity 3 – presentation** | | | |
| NOTE:  **Bold – PDS**  *Italics – WRS* | | | | | | | | | | | | | | | | | | |