Unit 1, Outcome 1 – Introduction and reflection on self

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| **Excelling** | All questions have been completed using detail | Uses 7 or more reputable sources to collect information | Identifies and describes personal identity and emotional intelligence, including all contexts discussed (education, employment, social, family, online) | Uses eye contact throughout the entire presentation | Is able to answer all class questions with explanation and elaboration | Demonstrates strong enthusiasm about the topic during the entire presentation | All questions have been completed using detail | Demonstrates an understanding of multiple interpersonal skills during role-play/performance/activity whereby audience can identify all of the correct interpersonal skills given by teacher | Uses 7 or more reputable sources to collect information | Poster identifies and describes more than  5 strengths and 5 blockers | Entries are of high quality consisting of personal reflections based on a minimum of 5 strengths and 5 blockers, including 5 interpersonal skills discussed | Assists more than 3 peers by adding at least 3 strengths to each peer’s poster |
| Addresses all criteria in detail | Structures work in a logical order with a clear beginning, middle and end | Speaks with fluctuation in volume and tone to interest audience and emphasise key points | Includes at least 8 examples, facts, and/or statistics to support conclusions/ideas with evidence | Significantly increases audience’s understanding and knowledge of topic | Able to compare a ‘good vs bad’ (strengths/ blockers) representation of the all interpersonal skills given | Addresses all criteria in detail | Includes at least 5 of the interpersonal skills discussed | Connects personal reflection to real life, identifying key influences of all strengths and blockers listed |
| Spelling, punctuation and grammar used with considerable accuracy |
| Independently selects two appropriate people of significance | Word count between 500–600 words | 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 | Demonstrates more leadership than teamwork skills during the planning and performance of the role-play/ performance / activity | Independently adds extra interpersonal skills to research | Develops more than 5 strategies/ goals for future growth |
| Includes at least 5 strategies to develop and apply metacognitive skills |
| **Achieving** | All questions have been completed | Uses 5 or more reputable sources to collect information | Identifies and describes personal identity and emotional intelligence, including at least 2 of the contexts discussed (education, employment, social, family, online) | Uses eye contact most of the time | Is able to answer all class questions with explanations | Demonstrates some enthusiastic feelings about the topic | All questions have been completed | Demonstrates an understanding of interpersonal skill during role-play/performance/activity whereby audience can identify the correct interpersonal skill given by teacher | Uses 5 or more reputable sources to collect information | Poster identifies and describes at least  5 strengths and 5 blockers | Entries are of high quality consisting of personal reflections based on a minimum of 5 strengths and 5 blockers | Assists at least 3 peers by adding at least 3 strengths to each peer’s poster |
| Includes at least 3 strategies to develop and apply metacognitive skills |
| Addresses all criteria | Structures work in a logical order with a clear beginning, middle and end | Speaks with volume and tone to interest audience and emphasise key points | Includes at least 5 examples, facts, and/or statistics to support conclusions/ideas with evidence | Ability to compare a ‘good vs bad’ (strengths/blockers) representation of the interpersonal skill given | Connects personal reflection to real life, identifying key influences of all strengths and blockers listed |
| Spelling, punctuation and grammar used with reasonable accuracy. |
| Independently selects an appropriate person of significance | Word count between 300–500 words | 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 | Raises audience’s understanding and awareness of most points | Demonstrates both leadership and teamwork skills during the planning and performance of the role-play/performance/activity | Addresses all criteria | Student includes at least 3 of the interpersonal skills discussed | Develops at least 5 strategies/ goals for future growth |
| Includes more than 5 pictures that are annotated |
| **Satisfactory** | More than half the questions have been completed | Uses 2 or more reputable sources to collect information | Identifies and describes personal identity and emotional intelligence | Uses eye contact more than half the time | Is able to answer most class questions with ease, without elaboration | Shows few or mixed feelings about the topic | More than half the questions have been completed | Demonstrates an understanding of interpersonal skill during role-play/ performance/activity | Uses 2 or more reputable sources to collect information | Poster identifies at least  3 strengths and 3 blockers | Entries consist of personal reflections based on a minimum of 3 strengths and 3 blockers | Assists at least 1 peer by adding 3 strengths to peer’s poster |
| Includes at least 1 strategy to develop and apply metacognitive skills |
| Structures information so it makes sense, using headings and subheadings | Connects personal reflection to real life, identifying key influences of all strengths or blockers listed |
| Spelling, punctuation and grammar used sufficiently clearly for the meaning to be understood. |
| Addresses more than half the criteria | Word count between 100-200 words | Speaks with some variation in tone and volume | Includes at least 2 examples, facts, and/or statistics to support conclusions/ideas with evidence | Raises audience’s understanding and knowledge of some points | Demonstrates teamwork skills during the planning and performance of the role-play/performance/activity | Addresses more than half the criteria | Develops at least 3 strategies/ goals for future growth |
| Includes at least 3 pictures |
| **Not yet satisfactory** | Less than half the questions have been completed | Uses 1 reputable source to collect information | Identifies personal identity and emotional intelligence | Uses eye contact less than half the time | Is uncomfortable with information, only able to answer simple class questions | Shows no interest in the topic | Less than half the questions have been completed | Demonstrates limited teamwork skills during the planning and performance of the role-play/performance/activity | Uses 1 reputable source to collect information | Poster identifies at least  2 strengths and/or 2 blockers | Entries consist of personal reflections based on a minimum of 2 strengths and/or 2 blockers | Assists at least 1 peer by adding 2 strengths to peer’s poster, with teacher intervention |
| Includes at least 1 strategy for self-improvement |
| Structures information so it makes sense |
| Addresses less than half the criteria | Spelling, punctuation and grammar sufficient for the meaning to be understood | Speaks with uneven volume and tone | Includes 3 pictures related to content in presentation | Fails to increase audience’s understanding of knowledge of topic | Demonstrates minimal teamwork skills during the planning or performance of the role-play/performance/activity | Addresses less than half the criteria | Entries consist of personal reflections based on a minimum of 1 strength and/or 1 blocker |
| Writes at least one paragraph or equivalent |
| Includes 1 picture |
| 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** | **Research task** | **25 Facts about me assignment** | **Delivery** | **Content/organisation** | **Enthusiasm/audience awareness** | **Structured questions** | **Role-play/ performance/activity** | **Research task** | **Poster of self (strengths and blockers)** | **Reflective journal (strengths/ blockers, strategies/goals)** | **Peer participation** |
| **Activity 1** | | | **Activity 1 – Presentation** | | | **Activity 2** | | | **Activity 3** | | |