

Marking Rubric

(The student has shown that they are able to...)

OUTCOMES	LEVEL 5	Unacceptable (0)	Marginal (1)	Acceptable (2)	Exceptional (3)
<p><u>TECHNOLOGY & ENTERPRISE</u> Information - Nature Understands that forms, methods of transmission, standards and conventions affect the use and impact of information.</p>	<p>☐ Presents convincing arguments from credible sources and disregards non-credible information obtained from the Internet when investigating the topic for presentation and debate.</p>	<p>☐ Unable to form an argument with the use of credible sources from the Internet.</p>	<p>☐ Able to form an argument, but lacks credible sources from the Internet.</p>	<p>Presents most arguments convincingly. Most of the information is derived from a credible source and mostly disregards non-credible information obtained from the Internet when investigating the topic for presentation and debate.</p>	<p>Presents convincing arguments from credible sources and disregards non-credible information obtained from the Internet when investigating the topic for presentation and debate.</p>
<p><u>TECHNOLOGY & ENTERPRISE</u> Information - Techniques Manipulates, transforms and creates information to achieve particular effects and meanings.</p>	<p>☐ Considers environmental & social factors when creating a presentation for staff. Consider your choice of issues/facts and how it is presented to maximise the impact you would like to have on the staff.</p>	<p>☐ No consideration given to environmental & social factors when creating a presentation for staff. Presentation fails to make an impact on target audience.</p>	<p>Some evidence of social or environmental factors included, but the presentation lacks an in depth examination of information provided in the presentation, or it has a limited impact on the target audience.</p>	<p>Good use of both the environmental and social facts included in the presentation, which make an impact on the targeted audience.</p>	<p>Extensive and comprehensive discussion of both the environmental & social factors included in the presentation, which is pitched at the targeted audience convincingly.</p>

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<p>TECHNOLOGY & ENTERPRISE-Technology Process - Investigating</p> <p>Students investigate issues, values, needs and opportunities.</p>	<p>Selects the menu item product primarily in relation to production, which minimises waste and the impact on the environment & society, (cruelty to animals, economy etc).</p> <p>Demonstrates a clear understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>	<p>The menu item chosen does not incorporate factors relating to waste minimisation. Item does not consider impact on the environment & society.</p> <p>Lacks an understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>	<p>The menu item chosen does not incorporate many factors relating to waste minimisation. Item does not consider impact on the environment & society.</p> <p>Lacks an understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>	<p>Some incorporation of waste minimisation included in menu item.</p> <p>The item designed shows some evidence of impact on environment & society, although further options could have been explored.</p> <p>Demonstrates some understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>	<p>Selects the menu item product primarily in relation to production to reduce waste and the impact on environment & society, in a variety of ways (cruelty to animals, economy etc) with consideration of alternative options</p> <p>Demonstrates a clear understanding of functional, aesthetic, social, economic and environmental factors when considering product and design choice.</p>
<p>TECHNOLOGY & ENTERPRISE-Technology Process - Devising</p> <p>Students devise and generate ideas and prepare production proposals.</p>	<p>Generates a complete restaurant menu item & uses technology for costing, from source suppliers & to take images. Technical terms and symbols used.</p> <p>Shows an accurate understanding of time allocation in the</p>	<p>Generates a restaurant menu item but does not use technology. Technical terms and symbols not used.</p> <p>Shows no understanding of time allocation in the completion and use of a</p>	<p>Uses technology in a minimal manner to generate a restaurant menu item for the costing/source suppliers & images. Technical terms and symbols not used or limited.</p> <p>Shows minimal understanding of time</p>	<p>Uses technology to generates a restaurant menu item for most of the costing/source suppliers & images. Technical terms and symbols used.</p> <p>Shows an understanding of time allocation in the completion and use of a time plan.</p>	<p>Generates a complete restaurant menu item & that uses technology for costing/source suppliers & images. Technical terms and symbols used accurately</p> <p>Shows an accurate understanding of time allocation in the completion</p>

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	completion and use of a time plan.	time plan.	allocation in the completion and use of a time plan.		and use of a time plan.
<p>TECHNOLOGY & ENTERPRISE- Technology Process - Producing</p> <p>Students produce solutions and manage production processes.</p>	<p>Independently organises and carries out the steps of production, paying attention to timing, availability of equipment and resources.</p> <p>Demonstrates good practical skills, and techniques, critically appraising their work.</p> <p>Anticipates problems and works out solutions with limited guidance.</p> <p>Adopts safe work practices, recognizes hazards.</p>	<p>Unable to Independently organise and carry out the steps of production. Does not pay attention to timing, and availability of equipment and resources.</p> <p>Lacks practical skills and techniques, unable to critically appraise their work.</p> <p>No Anticipation of problems and cannot work out solutions with guidance.</p> <p>Dangerous work practices, unable to recognizes hazards.</p>	<p>Independently organises and carries out the steps of production, paying some attention to timing, and availability of equipment and resources.</p> <p>Demonstrates limited practical skills and techniques, and limited ability to critically appraise their work.</p> <p>Needs constant reminder to anticipates problems and works out solutions with some guidance.</p> <p>Adopts safe work practices, recognizes hazards occasionally.</p>	<p>Independently organises and carries out the steps of production, paying some attention to timing, and availability of equipment and resources.</p> <p>Demonstrates most of the following: good practical skills and techniques, critically appraises their work.</p> <p>Anticipates problems and works out solutions with some guidance.</p> <p>Adopts safe work practices, recognizes hazards most of the time.</p>	<p>Independently organises and carries out the steps of production, paying attention to timing, availability of equipment and resources.</p> <p>Demonstrates good practical skills and techniques, critically appraise their work.</p> <p>Anticipates problems and works out solutions with limited guidance.</p> <p>Adopts safe work practices, recognizes hazards</p>

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<p>TECHNOLOGY & ENTERPRISE- Technology Process - Evaluating</p> <p>Students evaluate intentions, plans and actions.</p>	<p>Critically evaluates the process and product through self-reflection, by others/peer views.</p> <p>Considers the market suitability of their menu item, using feedback from possible purchasers</p> <p>Considers environmental implications of products in terms of waste.</p>	<p>Does not identify strengths and weaknesses of his/her own work. Does not consider feedback, given/market suitability and environmental implications.</p>	<p>Relates to ones strengths and weaknesses in a minimal manner.</p> <p>Limited consideration of feedback, given/market suitability and environmental implications.</p>	<p>Understands own strengths and weaknesses. Has identified most areas that need remediation. Good consideration to feedback given/market suitability and environmental implications.</p>	<p>Excellent understanding of own ability and has identified all areas that need addressing.</p> <p>Comprehensive consideration to feedback given/market suitability and environmental implications.</p>
<p>Team work</p> <p>Communication</p> <p>Tolerance</p> <p>Leadership</p>	<p>Collaborative skills.</p>	<p>Makes little or no contribution to the team and requires constant supervision to complete basic tasks</p> <p>Communication skills are limited.</p>	<p>Make some basic contributions to the team.</p> <p>Communication skills are basic or limited.</p>	<p>Makes some contributions to the team and communicates at a satisfactory level.</p>	<p>Is an effective and cooperative member of the team</p> <p>Communicates clearly, with ease and with confidence.</p>

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<p>MATHEMATICS Level 5 Chance and Data -Interpret Data Students locate, interpret, analyse and draw conclusions from data, taking into account data collection techniques and chance processes involved</p>	<p>□ The student can interpret data and makes sensible statements about the data and statistics relating to sustainable/non sustainable food consumption or similar. Analyses and represents the data/statistics graphically.</p>	<p>No evidence of data interpretation statements about data/statistics. Failure to represent data/statistics graphically.</p>	<p>Substantial errors in interpretation and statements of data. Analysis and representation of data/statistics graphically includes considerable errors or is lacking.</p>	<p>Most of the interpretations and statements of data are correct and appropriately used. Minor errors only. Evidence of good analysis of data/statistics and graphically represented.</p>	<p>□ Correct interpretation of data and makes sensible statements about the data /statistics relating to sustainable/non sustainable food consumption or similar. Analysis and representation of the data/statistics graphically correct and appropriate</p>
<p>ENGLISH Level 6 Speaking Students speak with purpose and effect in a wide range of contexts</p>	<p>Interprets issues pertaining to sustainable food and to argue/form an opinion by examining different perspectives from a variety of Internet sources. These range from structured text and unstructured discourse.</p>	<p>Fails to demonstrate ability to interpret and speak about issues pertaining to sustainable food.</p>	<p>Limited ability to speak about and form interpretations pertaining to sustainable food. Limited ability to form opinions or arguments by examining different perspectives from a variety of Internet sources.</p>	<p>Speaks about and interprets issues pertaining to sustainable food. Able to argue/form an opinion by examining different perspectives from a variety of Internet sources. Some evidence of inclusion from either structured text and unstructured discourse, but not both.</p>	<p>Speaks about and interprets issues pertaining to sustainable food with ease. Able to argue/form an opinion by examining different perspectives from a variety of Internet sources. Extensive use of both structured text and unstructured discourse.</p>

Menu Item Demonstration Assessment - Lesson 3

Skills	Not Demonstrate	Needs Improvement	Satisfactory	Good	Exceptional
1. Works hygienically					
2. Works safely					
3. Displays initiative					
4. Follows the recipe					
5. Selects and organises appropriate equipment /tools					
6. Used appropriate methods of food preparation.					
7. Works efficiently and finishes on time.					
8. Ensures that order /cleanliness of the work area is maintained.					
9. Quality of final product					
10. Presentation of final product					

Comments: