

Y10 THE PITIFUL PLASTICS PROBLEM

IDU UNIT ASSESSMENT

Description

In order to complete this assessment, you will have completed both the Individuals and Societies unit lessons & Design Technology unit lessons. You will use the information covered in these two units to **plan and carry out an awareness campaign to educate others**. You will need to structure your campaign to enable others to **answer the following GUIDING QUESTIONS**.

- What is plastic and where does it come from?
- What are the problems of plastic?
- What will happen in the future if there is no change?
- What does our school do to reduce this problem?
- What are the options available to reduce this problem locally?

How can I do this? What are some possible options for educating others?

- Homeroom presentation Y6-12
- Write a Vic article
- Promote Beach clean to local newspaper
- Assembly presentation
- 8th floor display board
- Campus TV video
- Teach the teachers (Monday briefing)
- Promote No Plastic Week around the school
- Teach Y5 Primary students
- Make a Spotify song or catchy slogan for the school for homeroom bulletin

How will I prove that I've completed this?

- Each student will need to create a **10 minute (maximum) movie** that **collects evidence and documents the journey/process** of your planned and carried out awareness campaign.

What needs to be in the movie?

- **A frequent running commentary in monologue form**, from each person, to demonstrate:
 - The choice of campaign, the justification for choosing the campaign (why it is more worthy of awareness than the other options)
 - All the steps that were taken (must be done throughout to demonstrate a process)
 - ****Purely end-result reflective comments will score poorly.****
 - **Must justify each step and show that planning has occurred.**
 - The challenges or problems that occurred during the process?
 - How these challenges or problems were dealt with?
 - What would have done better if repeated?
 - ****A comment on improving something due to poor original planning will not be accepted.**** *"I should have started my work earlier"* XX
 - Answer to the question: **What do we need to do now to solve the plastic problem?**
- **Evidence** need to be collected to show that you're completing the action
- **Interview feedback** from 2+ participants.

The skill here is for you, is to convey a lot of information in a way that is suitable for your audience, primary 1 student or teacher, in a simplistic way. You will also need to film and edit a video that documents the evidence of each requirement and question above, and criteria listed below.

Timeline

Conclusion of the I&S unit:..... February, Friday 22nd

Conclusion of the DT unit: February, Friday 28th

Assessment start: February, Monday 25th

Assessment conclusion: March, Friday 8th (I&S); Friday 15th (DT)

Rubric

You will be assessed by all 4 IDU criteria. Criterion A will be assessed, once for I&S and again for D&T. Remember that this is all documented by video. Although there is no written text, the video dialogue, evidence and credits will be crucial to scoring well.

Don't forget the **GUIDING QUESTIONS** need to be answered:

- What is plastic and where does it come from?
- What are the problems of plastic?
- What will happen in the future if there is no change?
- What does our school do to reduce this problem?
- What are the options available to reduce this problem locally?

Criterion A: Disciplinary Grounding for I&S

- Demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. uses limited relevant terminology about sources of plastic, its use and alternatives. ii. demonstrates basic knowledge and understanding of plastic use, its impacts and alternatives to plastic use with minimal descriptions and/or examples.
3-4	The student: i. uses some terminology accurately and appropriately about sources of plastic, its use and alternatives. ii. demonstrates adequate knowledge and understanding of plastic use, its impacts and alternatives to plastic use through satisfactory descriptions, explanations and examples.
5-6	The student: i. uses a range of terminology accurately and appropriately about sources of plastic and its use and alternatives. ii. demonstrates substantial knowledge and understanding of plastic use, its impacts and alternatives to plastic use through accurate descriptions, explanations and examples.
7-8	The student: i. consistently uses a wide range of terminology effectively about sources of plastic and its use and alternatives. ii. demonstrates excellent knowledge and understanding of plastic use, its impacts and alternatives to plastic use through thorough, accurate descriptions, explanations and examples.

Criterion A: Disciplinary Grounding for D&T

- Demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student demonstrates limited knowledge of plastics.
3-4	The student demonstrates some knowledge of plastics.
5-6	The student demonstrates most necessary knowledge of plastics.
7-8	The student demonstrates extensive necessary knowledge of plastics.

Criterion B: Synthesizing

Synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: identifies few and/or superficial connections between D&T and I&S (Identifies few connections between material type, source, related problem and choice of alternatives.)
3-4	The student: Describes connections between D&T and I&S (Describes connections between material type, source, related problem and choice of alternatives.)
5-6	The student: Synthesizes disciplinary knowledge to demonstrate consistent, thorough interdisciplinary understanding of D&T and I&S (Synthesises knowledge of material type, source, related problem and choice of alternatives to consistently demonstrate understanding of the relevant connections.)
7-8	The student: synthesizes disciplinary knowledge to demonstrate consistent, thorough and insightful interdisciplinary understanding of D&T and I&S. (Thoroughly and insightfully synthesises knowledge of material type, source, related problem and choice of alternatives to consistently demonstrate understanding of the relevant connections.)

Criterion C: Communicating

- Use appropriate strategies to communicate interdisciplinary understanding effectively
- Document sources using recognized conventions.

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: Applies communication skills to present the plastic problem and with little structure, clarity or coherence.
3-4	The student: Applies communication skills to present the plastic problem with some organization and coherence, recognizing audience, and appropriate forms of media & Lists sources
5-6	The student: Applies communication skills to present the plastic problem that is generally organized, clear and coherent, beginning to selectively use forms of media effectively & Documents relevant sources using a recognized convention.
7-8	The student: Applies communication skills to present the plastic problem that is consistently well structured, clear and coherent, selectively use forms of media effectively & Consistently documents well-chosen sources using a recognized convention.

Criterion D: Reflecting

- reflect on the development of their own interdisciplinary understanding
- evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.
- Remember that reflection is a processes. The processes cannot be demonstrated by one single final solution. Rather, a series of recordings that surround the guiding questions at each stage.

Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: Demonstrates limited reflection on his or her development of their awareness campaign through limited use of evidence and feedback from their monologue. Describes some benefits and limitations of their awareness campaign and the plastic alternatives they suggested.
3-4	The student: demonstrates adequate reflection on his or her development of their awareness campaign through some use of their evidence and feedback in their monologue. Describes some benefits and limitations of their awareness campaign and the plastic alternatives they suggested.
5-6	The student: demonstrates significant reflection on his or her development of their awareness campaign through the incorporation of their evidence and feedback in their monologue. Explains the limitations and benefits of their awareness campaign and the plastic alternatives they suggested.
7-8	The student: Demonstrates thorough and nuanced reflection on his or her development of their awareness campaign through the incorporation of their evidence and feedback in their monologue. Evaluates thoroughly and with sophistication the limitations and benefits of their awareness campaign and the plastic alternatives they suggested.