**Year 6 – Unit 3: Food Fight?**  **End of Unit Assessment**

**Student Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Y6 \_\_\_\_\_\_   (        )

**Grades:**

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| **Criterion**  **A** |  | **Criterion**  **B** |  | **Criterion**  **C** |  | **Parent Sign:** |

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| **Students Self Evaluation:** | **A** |  | **B** |  | **C** |  |

In this unit, we have learned a number of topics related to sustainability: **ecological footprint, food miles, food supply chain and food waste problems in Hong Kong**. To create a sustainable future, we need to reduce our ecological footprint and food needs to be grown locally.  We also learned that we could make ethical and responsible choices when consuming food.

**Assessment**

This is a group project, you can form a group of **2-3 people** and work on the assessment together.  
  
Reflecting on your learning from the topics we have covered, you will **create and implement your own food sustainability project inside/outside VSA with your group mates.** You need to complete **a project development booklet individually** as the project goes along.

Since your project is about **promoting food sustainability**, it is suggested to focus on the following aspects:

1. **Promoting locally grown food products**
2. **Promoting organic food products**
3. **Reducing food waste inside/ outside VSA**
4. **Recycling of associated waste products - plastic, paper etc.**
5. **Energy Usage & Food Miles**
6. **Buying Fair-trade**

**Guiding Questions:**

You must consider and cover the following questions in your project:

* How will your project help with the food sustainability?
* What kind of positive impact does the project bring to the environment?
* Who is your target participant?
* How can you make the project creative and interesting?
* How will you promote your project in a fun and creative way?

**Timeline**

**Start assessment**: Variable depending on homeroom

**Hand in date**: 2-3 weeks working time, depending on classes. Your teacher will confirm.

**Assessment criteria.**

In this assessment you will receive marks for:

* Criterion A – Knowing and understanding
* Criterion B – Investigating
* Criterion C- Communicating

**Criterion A: Knowing and Understanding**

Maximum: 8

Students should be able to:

* use vocabulary in context
* identify ideas, events, issues or arguments

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|  | **General Rubric** | **Task Specific Rubric** |
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1–2 | * **recognises some** vocabulary * demonstrates **basic** knowledge  and understanding of content  and concepts through **limited** descriptions and/or examples. | * **recognises** some key words about **sustainability, food miles, food supply chain and ethical consumption in part 1**, but **not always accurately** * demonstrates **basic** knowledge and understanding of **sustainability and ethical consumption** through **limited descriptions and/or examples in part 1** |
| 3–4 | * **uses some** vocabulary * demonstrates **satisfactory** knowledge and understanding of content and concepts through **simple** descriptions, explanations and/or examples. |  **uses** some key words about **sustainability, food miles, food supply chain and ethical consumption** **in part 1**, but **not always accurately**   demonstrates **satisfactory** knowledge and understanding of **sustainability and ethical consumption through simple descriptions and/or examples in the part 1** |
| 5–6 | * **uses considerable relevant** vocabulary, **often accurately** * demonstrates **substantial** knowledge and understanding of content and concepts through descriptions, explanations and examples. | * **uses considerable relevant** key words about **sustainability, food miles, food supply chain and ethical consumption in part 1**, and **often accurately** * **demonstrates good quality** knowledge and understanding of **sustainability and ethical consumption** through **descriptions and/or examples in part 1** |
| 7–8 | * **consistently** uses **relevant** vocabulary **accurately** * demonstrates **excellent** knowledge and understanding of content and concepts through **detailed** descriptions, explanations and examples. |  **consistently uses relevant** key words about **sustainability, food miles, food supply chain and ethical consumption in part 1,** and **always accurately**   * **demonstrates excellent** quality knowledge and understanding of **sustainability and ethical consumption through detailed descriptions and/or examples in part 1** |

**Criterion B: Investigating**

Maximum: 8

Students should be able to:

* follow an action plan to explore a research question
* reflect on the process and results of the investigation.

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|  | **General Rubric** | **Task Specific Rubric** |
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1–2 | * follows an action plan in a **limited way** to explore a research question * **with guidance**, reflects on the research process and results, **to a limited extent.** | * shows **limited** planning skills, most of the tables in **part 2** are incomplete * **Most of the entries are missing** in the process journal**. No** **pictures** in any entry. * shows very **limited** reflections on the project process and results in **part 3 & 4**.  **No examples and/or further explanations.** |
| 3–4 | * **partially** follows an action plan to explore a research question * **with guidance**, reflects on the research process and results with some depth. | * shows **some** planning skills by completing some of the tables in **part 2** * Process journal includes **less than 5 entries.** Some are **missing** **picture(s)** in each entry. * **reflects** on the project process and results in **part 3 & 4** but **lacks of details.** |
| 5–6 | * **mostly** follows an action plan * **reflects** on the research process and results. | * shows **good** planning skills by completing **all** tables in **part 2** * Process journal includes all **5 entries** with **picture(s)** in each entry. * **reflects** on the project process and results in **part 3 & 4** **with examples and/or explanations.** |
| 7–8 | * **effectively** follows an action plan to explore a research question * **thoroughly reflects** on the research process and results. | * shows **excellent** planning skills by completing **all** tables in **part 2** with lots of details * Process journal includes all **5 entries** with **lots of deta**ils and **picture(s**) in each entry. * **thoroughly reflects** on the project process and results in **part 3 & 4** by including **detailed examples and explanations.** |

**Criterion C: Communicating**

Maximum: 8

Students should be able to:

* communicate information and ideas with clarity
* organize information and ideas effectively for the task

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|  | **General Rubric** | **Task Specific Rubric** |
| 0 | The student does not reach a standard described by any of the descriptors below. | |
| 1–2 | * Tries in a limited way to communicate information in a way that is clear to others * Tries in a limited way to organize information and ideas according to the task instructions | * Very **little** information in the project development booklet is clear and appropriate to others * Only **few** parts of the project development booklet is completed * **Very few** guiding questions are considered in the project |
| 3–4 | * Communicates information and ideas in a way that is sometimes clear to others * Organizes information sometimes in the order needed for the task | * **Some** of the information in the project development booklet is clear and appropriate to others * **Most** part of the project development booklet is completed * **Some** guiding questions are considered in the project |
| 5–6 | * Communicates information and ideas in a way that is often clear to others * Organizes information often in the order needed for the task | * **Most** of the information in the project development booklet is clear and appropriate to others * The project development booklet is **completed** * **Most** of the guiding questions are considered in the project |
| 7–8 | * Communicates information and ideas in a way that is clear to others * Organizes information completely in the order needed for the task | * **All** information in the project development booklet is clear and appropriate to others * The project development booklet is **completed with lots of details** * **All** guiding questions are considered in the project |