

## TEACHER INFORMATION

### 1. TOPIC:

The issues that affect residents and visitors of the Gold Coast beachside suburbs

### 2. AIM:

This activity is designed to enhance students' understandings of the local, health, social, people, pets and tourist issues that occur on the Gold Coast beach suburbs. It engages students in research and allowing them to come up with possible solutions to the issues they find. This activity develops logical thinking skills as well as higher-order thinking skills as students' research and conduct a survey of their neighbourhood.

Teachers may also scaffold students where necessary, by engaging in whole class brainstorming and substantive conversations about the purpose of surveys and some of the possible issues that may arise from the survey, thereby activating students' prior knowledge and experiences. In this way, peers can assist each other through a supportive classroom environment that encourages risk-taking.

### 3. PRIOR KNOWLEDGE:

- Students' prior experiences and knowledge of some of the issues of the Gold Coast beachside suburbs.
- Knowledge of composing and conducting surveys.

### 4A. FOCUS QUESTION:

What are the local, health, social, people, pets and tourist issues of the Gold Coast beach suburbs, and how can they be addressed?

### 4B. USEFUL VOCABULARY:

Suburbs, high-rise, community, development, population increase, population pressures, traffic jams, fumes, noise, pollution, environment, privacy, residences, residential block sizes, positive, negative greenspace, parks, birds, Eucalypts, Australian native trees, shrubs and climbers; plants, ecology, estuary, mangroves, infrastructure, play, enjoyment, pets, swings, relaxation, shady parks, Schoolies Week, cruise ship terminal, the Broadwater, the Seaway, current, turbulence.

### 5. CORE LEARNING OUTCOMES, STRANDS AND PROCESSES:

- Studies of Society and Environment

*Key Values:* Ecological and economic sustainability and peace.

Strand: Time, Continuity and Change

#### Investigating

**PS 6.1** Students use criteria and geographical skills to develop conclusions about the management of a place.

- English (Draft)

**Strand:**

**Speaking and Listening:**

**Op 6.1**

When speaking, students:

- effectively use a wide range of linguistic, voice, gestural and audio resources as appropriate to context, audience and purpose to emphasise meanings, to establish relationships with audiences, and to construct cohesive and logical texts
- experiment with ways of influencing audiences.

**When listening, students:**

- analyse and explain how other speakers have emphasised meanings, established relationships with and engaged audiences and developed cohesive and logical texts by:
  - manipulating generic and clause structures and use of text connectives
  - exploiting specialist, evaluative and figurative language
  - using various persuasive and rhetorical techniques using a wide range of linguistic, voice, gestural, and audio resources interactively.

**Reading and Viewing:**

**Cu 6.2**

When reading and viewing, students:

- interpret a range of written and multimodal texts with complex subject matter, generalising about meanings from specific details of text and making and supporting inferences about abstract concepts
- analyse and explain how subject matter has been selected and developed to take account of a range of contextual factors (such as purpose, text type, likely audiences, relationships with audiences, and mode and medium) selecting effective and convincing examples as evidence.

**Writing and Shaping:**

**Op 6.3**

When writing and shaping, students:

- control the use and patterning of a range of textual structures and linguistic, visual and spatial resources, and experiment with ways of influencing audiences
- develop and maintain cohesion through use of a wide range of resources that support the logic of a text
- make effective use of imagery and a range of specialist and evaluative vocabulary and visual resources
- control subject-verb agreement, and tense and pronoun reference in texts with complex sentence and clause structures
- use punctuation and paragraphing to maintain meanings across extended texts
- draw on knowledge of the spelling system to generate spelling of complex words and proofread own work.

## 6A. SYLLABUS LINKS:

Lifelong Learners	Cross-Curricular Priorities	Learners and Learning	Equity
<ul style="list-style-type: none"> <li>• Participant in an interdependent world</li> <li>• Reflective &amp; self-directed learner</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Life skills</li> </ul>	<ul style="list-style-type: none"> <li>• Unique individual with divergent views</li> <li>• Occurs within particular contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Meets the needs of students</li> </ul>

## 6B. PRODUCTIVE PEDAGOGIES:

Intellectual Quality	Supportive Classroom Environment	Recognition of Difference	Connectedness
<ul style="list-style-type: none"> <li>• Substantive conversation</li> <li>• Knowledge as problematic</li> </ul>	<ul style="list-style-type: none"> <li>• Social support</li> <li>• Self-regulation</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusivity</li> <li>• Group identity</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge integration</li> <li>• Connectedness to the world</li> </ul>

## 6C. NEW BASICS (ALTERNATIVE CURRICULUM ORGANISER):

Life Pathways and Social Futures	Multiliteracies and Communications Media	Active Citizenship	Environments and Technologies
<ul style="list-style-type: none"> <li>• Collaborating with peers and others</li> </ul>	<ul style="list-style-type: none"> <li>• Mastering literacy</li> <li>• Making creative judgements and engaging in performance</li> </ul>	<ul style="list-style-type: none"> <li>• Interacting with local and global communities</li> </ul>	<ul style="list-style-type: none"> <li>• Building and sustaining environments</li> </ul>

## 6D. RICH TASK (CULMINATING ACTIVITY):

Students present their Scientific report to a parents' evening.

## 7. SUGGESTED FOLLOW-UP ACTIVITIES FOR TEACHERS:

- For more information or assistance please contact the CoastEd Coordinator at Griffith Centre for Coastal Management, Griffith University (Gold Coast) on (07) 55 528506 or [gccm@griffith.edu.au](mailto:gccm@griffith.edu.au). Alternatively search the CoastEd website at [www.gu.edu.au/centre/gccm](http://www.gu.edu.au/centre/gccm).
- Invite a local Gold Coast City Councillor to visit your class to talk to students about some of the issues affecting the Gold Coast beach suburbs.
- Ask the school's librarian for resources, to be shared with your class, which will encourage discussions about the Gold Coast beach suburbs. Read books on the topic. Ask your librarian to recommend some books.
- Teachers should visit the GCCC website [www.goldcoastcity.com.au/teachers](http://www.goldcoastcity.com.au/teachers) for more excellent Educational Activities on a range of related issues. See Section 8 below.

## 8. USEFUL LINKS:

Web Address	Types of teaching and learning activities available
<b>Gold Coast City Council – History of the Gold Coast Beach Culture</b> <a href="http://www.goldcoast.qld.gov.au/t_std2.asp?PID=2341">http://www.goldcoast.qld.gov.au/t_std2.asp?PID=2341</a>	This web page summarises the history of beach culture on the Gold Coast.
<b>Gold Coast City Council Library Services</b> <a href="http://www.goldcoast.qld.gov.au/library">www.goldcoast.qld.gov.au/library</a>	This page provides a link to the Library Catalogue, which contains “Picture Gold Coast”. This is a wonderful online collection of photographs documenting the beach history of the Gold Coast.
<b>Gold Coast City Council - Beach and Water Safety</b> <a href="http://www.gccc.com.au/t_std.asp?PID=289">http://www.gccc.com.au/t_std.asp?PID=289</a>	This page details the Lifeguard’s beach and water safety rules, and the meanings of all the beach flags.
<b>Griffith Centre for Coastal Management</b> <a href="http://www.gu.edu.au/centre/gccm">http://www.gu.edu.au/centre/gccm</a>	This website contains details of the “CoastEd” programme including a brochure and “Expression of Interest Form” for schools to participate in one of its many educational programmes, including “Beach Clean Up” and “Coastal Processes”.
<b>Sunsmart</b> <a href="http://www.sunsmart.com.au">http://www.sunsmart.com.au</a>	This site provides a schools’ and students’ link, which includes activities and information for primary school students.
<b>Coast and Marine Education Framework</b> <a href="http://www.environment.sa.gov.au/coasts/cmeducation.html">http://www.environment.sa.gov.au/coasts/cmeducation.html</a>	The South Australia Dept. of Environment and Heritage provides this list of resources related to coastal management and human impacts on the environment.
<b>Gold Coast City Council</b> <a href="http://www.goldcoastcity.com.au/teachers">www.goldcoastcity.com.au/teachers</a>	Download and complete the following activities: Stormwater Educational Drama (9/10). Local Government Councillor for Storms and Stormwater Safety (11/12).

## 9. SOURCES:

Queensland School Curriculum Council. (2000). *Studies of Society and the Environment Years 1 to 10 Syllabus*. Brisbane.

Queensland Studies Authority. (2003). *English (draft) Years 1 to 10 Syllabus*. Brisbane.

This Educational Activity was compiled by Dr J.D.G. Goldman ACM, Faculty of Education, Griffith University, Australia.

## 10. ANTICIPATED STUDENT RESPONSES:

- Steps 1, 2 & 3** Students create and conduct a social survey based on the Inquiry Model provided. Students draw conclusions about possible solutions to problems found.
- Step 4** Students plan, rehearse, refine and make a presentation of their research using multimedia to a variety of audiences.
- Step 5** Students complete the Self-Evaluation Sheet provided, check it, then hand it to your teacher. Teachers complete the Teacher Assessment Criterion Grid Rubric for each group of students.

## 11. OCCUPATIONS IN COASTAL MANAGEMENT AND THEIR LEARNING PATHWAYS:

Care, protection and management of the coastal and marine environment is vital to the social and economic health of the Gold Coast, which is exposed along its whole length to the Pacific Ocean. Career opportunities in this area are growing in response to the Gold Coast's expanding tourism and marine industries, and to the increasingly important need to monitor and manage the effects of stormwater, natural processes such as wind, tides and rain, and human carelessness, local drought and also global warming.

Some University Degree occupations are:	Some Certificate, Apprenticeship, Traineeship or In-House occupations are;
<ul style="list-style-type: none"> <li>• Coastal Engineer</li> <li>• Marine Biologist</li> <li>• Ecologist</li> <li>• Environmental Consultant</li> <li>• Bio-Chemist</li> <li>• Hydrologist</li> <li>• Climatologist</li> <li>• Meteorologist</li> <li>• Environmental Manager</li> <li>• Ecology Administrator</li> <li>• Marine Environment Pollution Lawyer</li> <li>• Ecotourism Guide and Educator</li> <li>• Marine and Coastal Environment Educator</li> <li>• Marine Surveyor</li> <li>• Marine Veterinarian</li> <li>• Marine Photographer/Artist</li> <li>• Marine Event Manager</li> <li>• Project Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Marine Photographer</li> <li>• Coastguard/Marine Rescue</li> <li>• Council Lifeguard</li> <li>• Beach Inspector</li> <li>• Water Services Officer</li> <li>• Marine Tourism Manager</li> <li>• Dive Instructor</li> <li>• Dive Boat Operator</li> <li>• Surfing Instructor</li> <li>• Rowing Instructor</li> <li>• Marine Sports/Swimming Coaches</li> <li>• Navigator</li> <li>• Pilot</li> <li>• Marina Operator</li> <li>• Naval Architect</li> <li>• Shipwright/Boat and Yacht Builder</li> <li>• Commercial Fishing/Trawler Operator</li> <li>• Recreational Boating Operator                             <ul style="list-style-type: none"> <li>- Fishing Charter</li> <li>- Houseboat Charter</li> <li>- Cruiser/ Yacht Charter</li> </ul> </li> </ul>

## 12. FURTHER EDUCATION AND TRAINING OPPORTUNITIES FOR GOLD COAST YOUNG PEOPLE: UNIVERSITY DEGREES, APPRENTICESHIPS, CAREER PATHWAYS, CERTIFICATES AND QUALIFICATIONS:

Gold Coast Institutions offering coastal management and Marine Industries courses include the following. Check their web sites to see the current list of courses available and the relevant course outlines.

### **GRIFFITH UNIVERSITY GOLD COAST** [www.griffith.edu.au](http://www.griffith.edu.au)

- Bachelor of Science (majoring in Environmental Science)
- Bachelor of Science (majoring in Applied Biology)
- Bachelor of Science (majoring in Ecotourism)
- Bachelor of Science (majoring in Marine Biology)
- Bachelor of Science (majoring in Wildlife Biology)
- Bachelor of Environmental Planning
- Bachelor of Engineering in Coastal Engineering
- Bachelor of Engineering Technology
- Bachelor of Civil Engineering/Bachelor of Environmental Science
- Bachelor of Laws/Bachelor of Science
- Bachelor of Business (Tourism)
- Bachelor of Science in Environmental Health (at Logan campus)
- Bachelor of Health Promotion (at Logan campus)

### **CENTRAL QUEENSLAND UNIVERSITY** [www.cqu.edu.au](http://www.cqu.edu.au) (Distance Education)

- Bachelor of Environmental Science
- Bachelor of Chemical Science/Bachelor of Information Technology
- Bachelor of Science (majoring in Aquatic Resource Management)
- Bachelor of Science (majoring in Marine Ecology)

### **UNIVERSITY OF SOUTHERN QUEENSLAND** [www.usq.edu.au](http://www.usq.edu.au) (Distance Education)

- Bachelor of Engineering Technology (majoring in Environmental Engineering)
- Bachelor of Science - Climatology
- Bachelor of Spatial Science
- Bachelor of Spatial Science Technology
- Associate Degree in Engineering (specialising in Environmental Engineering)
- Associate Degree in Spatial Science

### **SOUTHERN CROSS UNIVERSITY** [www.scu.edu.au](http://www.scu.edu.au)

- Tweed Gold Coast Campus, Corner Brett and Wharf St. Tweed Heads Ph. 5506 9200
- Diploma of Sport Management (Surfing Studies)

### **GOLD COAST INSTITUTE OF TAFE** [www.goldcoast.tafe.net](http://www.goldcoast.tafe.net)

- Course in Boatbuilding – Pre-Apprenticeship
- Certificate III in Marine Craft Construction
- Certificate II in Transport and Distribution (Marine Engine Driving III)
- Vessel Operator (12 metres) Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Vessel Operator (24 metres) Certificate III in Transport And Distribution (Maritime Operations) Master Class V
- Diploma of Business Management/Diploma of Business (Human Resources)
- Diploma of Business/Diploma of Sport and Recreation
- Diploma of Event Management
- Diploma of Tourism (Marketing & Product Development)/ Diploma of Tourism (Operations Management)

**AUSTRALIAN MARITIME TRAINING CENTRE** [www.maritimetraining.com.au](http://www.maritimetraining.com.au)

- Southport Yacht Club Marina, Main Beach Ph. 5571 0836
- Certificate I in Transport and Distribution (Maritime Operations) General Purpose Hand
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain(Restricted)
- Certificate II in Transport and Distribution (Maritime Operations) Coxswain
- Elements of Shipboard Safety
- Marine Radio
- Recreational Powerboat Licence
- Recreational Seamanship and Radio
- Navigation

(Some courses are accredited by the Australian National Training Authority (now under the Department of Education, Science and Training - DEST) and Maritime Safety Queensland)

**The following web sites offer information about new apprenticeships and trades along with relevant links and contacts to find out all the details of requirements for obtaining an apprenticeship or traineeship in coastal management or the marine industries.**

**GOLD COAST INSTITUTE OF TAFE**

Apprenticeships and Traineeships in the Marine, Hospitality, Surf and Dive industries, at

[www.goldcoast.tafe.qld.gov.au/courses/appship\\_tship/index.html](http://www.goldcoast.tafe.qld.gov.au/courses/appship_tship/index.html)

Click on 2006 Program Guide, and downloading the appropriate PDF file.

<http://www.newapprenticeships.gov.au/> - This provides contact details for your closest apprenticeship offices, and other links to more information about the apprenticeship programs.

<http://www.nsss.gov.au/> - This official Australian Government web address provides information about the trades, what they are, and how you can obtain qualifications in those trades.

**QUEENSLAND STUDIES AUTHORITY**

<http://www.qsa.qld.edu.au/testing/cross-curric/print-qctest.html>

Outlines details of the Queensland Core Skills Testing. Provides information on the purpose, characteristics, testing conditions and the 49 common curriculum elements.

**VOCATION EDUCATION AND TRAINING (VET) AT QUEENSLAND STUDIES AUTHORITY (QSA)**

[vet@qsa.qld.edu.au](mailto:vet@qsa.qld.edu.au) Provides information on VET and QSA.

**VET IN SCHOOLS**

[http://cms.curriculum.edu.au/the\\_cms/tools/new-display.asp?seq=-9&industry=Vetis](http://cms.curriculum.edu.au/the_cms/tools/new-display.asp?seq=-9&industry=Vetis)

Provides information on the training courses and resources available to be undertaken in schools.

The Gold Coast Education and Training Network, [www.studygoldcoast.org.au/pathways](http://www.studygoldcoast.org.au/pathways)

Click on "Where can I study?"

Then click on "Vocational Education and Training", and check out the list of VET providers on this page.

**INDUSTRY TRAINING ADVISORY BOARDS – ITABS**

[www.trainandemploy.qld.gov.au/partners/industry\\_news\\_and\\_events/industry/industry\\_training\\_advisory\\_bodies/contact.html](http://www.trainandemploy.qld.gov.au/partners/industry_news_and_events/industry/industry_training_advisory_bodies/contact.html)

Promote and provide advice about the development of training products and services that meet the specific needs of an industry, either nationally or in a given region;

**13. APPRENTICES AND YOUTH WORKERS IN THESE INDUSTRIES:**

(Videos and /or other materials to be provided by the ICT industry staff.)

## Teacher's Activity Sheet 1: Coastal Education

TEACHERS MAY PRINT THIS PAGE FOR STUDENTS.

# What are the local, health, social, people, pets, and tourist issues on the Gold Coast, and how can they be addressed?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1. You have been invited to be part of a coastal management Social Research Group for the Gold Coast City Council. Your brief is to investigate and collect information on the local, health, social, people, pets and tourist issues that occur on the Gold Coast.
2. In groups of four, plan and construct a survey to interview 5 adults and 5 teenagers on the Gold Coast.
3. Compile your data using the following Inquiry Model:

### Steps of the Inquiry Model

#### a. Tune in, brainstorm

- What do we want to find out from the respondents (the group of 10 people)?
- What do we already know about the respondents' characteristics (e.g. age, sex, level of education, hobbies, employment, etc.)?

#### b. Formulate 6 hypotheses

- Hypotheses mean "sensible guesses" about what you think your respondents will reply to you. For example,

*Question:* What sensible guess could we make about young people's leisure activities in Mermaid Beach?

*Answer:* Most young people (teenagers) in Mermaid Beach know where Pizze Park is and they use the sports field there for baseball, netball and football.

- What questions do we need to ask people to test if this hypothesis or sensible guess is true?

#### c. Organise Ourselves

- write 6 hypotheses, one for each of the areas local, health, social, people, pets, and tourist issues
- Draw up a plan for our social investigation.
- Draw a timeline for interviewing our respondents.
- What type of information do we need?

#### d. Find out

Write 3 simple, clear questions to ask your respondents, about each of these topics;

- i. Local Issues;
- ii. Health Issues
- iii. Social Issues;
- iv. People;
- v. Pets;
- vi. Tourists.

**e. Sort Out**

Sort out the information they provide, which is called data, by using a graphic organiser, a table or pie chart. Look for *patterns of people's replies* in your data. Use numbers, percentages, ratios or other proportions to show these patterns.

**f. Draw conclusions from your data**

- Based on your research data of 5 adults and 5 teenagers, what can you now say about local, health, social, people, pets and tourist issues on the Gold Coast?
- Were your 6 hypotheses accurate?

**g. Consider Social Action**

- What action can you take to address any problems that you found?
- How could you make it happen?
- How might you make others aware of the problem?

4. Using any media, such as PowerPoint, plan, rehearse and present your “Local, Health, Social, People, Pets and Tourist Issues Report” to your class, then to a School assembly, to which you have invited your local City Councillor and Mayor.
5. Complete your self-evaluation of this activity using the page below.

## Student Self-Evaluation Sheet 1: Coastal Education

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT.

### What are the local, health, social, people, pets, and tourist issues on the Gold Coast, and how can they be addressed?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

All answers should be in sentences, where lines are provided.

1. Did you address all the *criteria* required? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Did you try your best *throughout the project*? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. Rate your *time management overall* for this project. Circle the appropriate rating.

Very Good      Good      Sound      Limited      Very Limited

4. List 3 ways in which you could *improve your work ethic*.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

5. Did you *motivate* yourself to do your best work?

\_\_\_\_\_

\_\_\_\_\_

6. Self-assess your work on this scale. Tick your mark out of 100.

10      20      30      40      50      60      70      80      90      100

7. Write 3 reasons why I gave myself that mark.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

Check that you have completed all sections, then hand this sheet to your teacher



# Teacher Assessment Criterion Grid Rubric.

TEACHERS SHOULD PRINT THIS PAGE FOR EACH STUDENT'S ASSESSMENT.

## WHAT ARE THE LOCAL, HEALTH, SOCIAL, PEOPLE, PETS AND TOURIST ISSUES ON THE GOLD COAST AND HOW CAN THEY BE ADDRESSED?

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

	Very High Achievement	High Achievement	Sound Achievement	Limited Achievement	Very Limited Achievement
<b>A) Research</b>	<input type="checkbox"/> Very high research including note taking. <input type="checkbox"/> Very high use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very high level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> High research including note taking. <input type="checkbox"/> High use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> High level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Sound research including note taking. <input type="checkbox"/> Sound use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Sound level understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Limited research including note taking. <input type="checkbox"/> Limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Limited understanding of logical relationships between relevant topics and sub-topics.	<input type="checkbox"/> Very limited research including note taking. <input type="checkbox"/> Very limited use of multiple sources e.g. Web, Books, and Librarian. <input type="checkbox"/> Very limited understanding of logical relationships between relevant topics and sub-topics.
<b>B) Scientific Information Report</b>	<input type="checkbox"/> Data presented is very highly: <input type="checkbox"/> Accurate <input type="checkbox"/> Substantial <input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Clear to the reader <input type="checkbox"/> Supporting information is at a very high level: <input type="checkbox"/> Diagrams <input type="checkbox"/> Photos <input type="checkbox"/> Layout <input type="checkbox"/> Textual characteristics are at a very high level with control over: <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Logical sequence <input type="checkbox"/> Bibliography	<input type="checkbox"/> Data presented is highly; <input type="checkbox"/> Accurate <input type="checkbox"/> Substantial <input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Clear to the reader <input type="checkbox"/> Supporting information is at a high level: <input type="checkbox"/> Diagrams <input type="checkbox"/> Photos <input type="checkbox"/> Layout <input type="checkbox"/> Textual characteristics are at a very high level with control over: <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Logical sequence <input type="checkbox"/> Bibliography	<input type="checkbox"/> Data presented is soundly: <input type="checkbox"/> Accurate <input type="checkbox"/> Substantial <input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Clear to the reader <input type="checkbox"/> Supporting information is at a sound level: <input type="checkbox"/> Diagrams <input type="checkbox"/> Photos <input type="checkbox"/> Layout <input type="checkbox"/> Textual characteristics are at a very high level with control over: <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Logical sequence <input type="checkbox"/> Bibliography	<input type="checkbox"/> Data presented is limited in being: <input type="checkbox"/> Accurate <input type="checkbox"/> Substantial <input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Clear to the reader <input type="checkbox"/> Supporting information is at a limited level: <input type="checkbox"/> Diagrams <input type="checkbox"/> Photos <input type="checkbox"/> Layout <input type="checkbox"/> Textual characteristics are at a very high level with control over: <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Logical sequence <input type="checkbox"/> Bibliography	<input type="checkbox"/> Data presented is very limited in being: <input type="checkbox"/> Accurate <input type="checkbox"/> Substantial <input type="checkbox"/> Relevant to the topic <input type="checkbox"/> Clear to the reader <input type="checkbox"/> Supporting information is at a very limited level: <input type="checkbox"/> Diagrams <input type="checkbox"/> Photos <input type="checkbox"/> Layout <input type="checkbox"/> Textual characteristics are at a very high level with control over: <input type="checkbox"/> Grammar <input type="checkbox"/> Spelling <input type="checkbox"/> Punctuation <input type="checkbox"/> Logical sequence <input type="checkbox"/> Bibliography
<b>C) Presentation</b>	<input type="checkbox"/> Very high preparation of the topic. <input type="checkbox"/> Very high oral presentation skills using: <input type="checkbox"/> introduction; <input type="checkbox"/> palm cards; <input type="checkbox"/> eye contact; <input type="checkbox"/> appropriate body language; <input type="checkbox"/> clarity of speech; <input type="checkbox"/> closure	<input type="checkbox"/> High preparation of the topic. <input type="checkbox"/> High oral presentation skills using: <input type="checkbox"/> introduction; <input type="checkbox"/> palm cards; <input type="checkbox"/> eye contact; <input type="checkbox"/> appropriate body language; <input type="checkbox"/> clarity of speech; <input type="checkbox"/> closure	<input type="checkbox"/> Sound preparation of the topic. <input type="checkbox"/> Sound oral presentation skills using: <input type="checkbox"/> introduction; <input type="checkbox"/> palm cards; <input type="checkbox"/> eye contact; <input type="checkbox"/> appropriate body language; <input type="checkbox"/> clarity of speech; <input type="checkbox"/> closure	<input type="checkbox"/> Limited preparation of the topic. <input type="checkbox"/> Limited oral presentation skills using: <input type="checkbox"/> introduction; <input type="checkbox"/> palm cards; <input type="checkbox"/> eye contact; <input type="checkbox"/> appropriate body language; <input type="checkbox"/> clarity of speech; <input type="checkbox"/> closure	<input type="checkbox"/> Very Limited preparation of the topic. <input type="checkbox"/> Very Limited oral presentation skills using: <input type="checkbox"/> introduction; <input type="checkbox"/> palm cards; <input type="checkbox"/> eye contact; <input type="checkbox"/> appropriate body language; <input type="checkbox"/> clarity of speech; <input type="checkbox"/> closure



**Teacher's Comments:**

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