YEAR 9/10 PASSION PROJECT

2024

Due – Thursday Week 8, Term 3

**Presentation** ½ page Summary of findings (submitted Tuesday week 8)

Folio of evidence (10 pages)

Press conference (5 minutes)

**Task Description**

This task is separated into 3 broad areas:

**Part 1** – present a half page summary of what you have learned so far as part of your passion project. This can be presented as either narrative or dot points. (Due Tuesday).

**Part 2** – Folio of evidence – this will be a sample of all the work/learning you have done so far in your passion project. It will include things like photos, research with annotations, interviews, reflections etc…

**Part 3** – a 2-minute press conference presentation to the class which covers:

What your topic is

What you have learned, including examples of things you’ve done

How you have developed the specific subject skills (related to the Australian Curriculum Content Descriptors)

How you’ve developed your capabilities and active learning mindset

Following the presentation, there will be questions asked about your learning thus far.

**Marking criteria**

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| --- | --- | --- | --- |
| **Grade Level** | **Finding opportunity** | **Learn by doing** | **Australian Curriculum Content**  **(tick at achievement level)** |
| **Well above** | Demonstrates a strong and persistent curiosity, taking initiative to actively seek out new information and knowledge beyond immediate requirements. | Consistently applies experiential and theoretical knowledge to solve complex real-world problems.  Consistently seeks constructive feedback from diverse sources and actively invites input to continually improve  Skillfully adapts to changing circumstances, showing resilience and maintains a positive attitude and determination in adversity |  |
| **Above** | Displays curiosity by occasionally exploring new topics and seeking information beyond what's readily available. | Often applies theoretical knowledge effectively to address practical challenges.  Actively seeks feedback from relevant sources and is open to constructive criticism.  Readily adjusts to uncertainty and maintains composure in challenging environments. |  |
| **Expected** | Shows some curiosity but tends to stick to familiar subjects and may not actively seek additional knowledge. | Demonstrates basic application of knowledge to real-world situations, but with some limitations.  Occasionally seeks feedback but may not actively solicit input or seek diverse perspectives.  Demonstrates some adaptability but may struggle to remain composed in uncertainty. |  |
| **Below** | Demonstrates minimal curiosity and only seeks information when explicitly required. | Struggles to apply theoretical knowledge effectively in real-world contexts.  Rarely seeks feedback, usually only when prompted or under duress.  Struggles to adapt effectively in uncertain situations, leading to discomfort. |  |
| **Well below** | Lacks curiosity and shows no interest in exploring new information or learning beyond the necessary. | Fails to apply theoretical knowledge to real-world scenarios.  Avoids seeking feedback altogether.  Resists change and uncertainty, causing significant distress and disruption. |  |