

Year 8 Brazil Unit

Assessment sheet

In this unit, students identify differences in the various regions of Brazil. The aim is to find the best location for a new car factory. Students are required to collect information, evaluate it and make a decision about where to locate a car factory from the perspective of different people working for a car manufacturer. The different 'roles' are:

- **Sales managers** - responsible for finding a good market for the finished cars;
- **Production managers** - in charge of making sure production is as efficient as possible;
- **Personnel managers** - responsible for finding a cheap and educated work-force;
- **Transport managers** - in charge of getting raw materials to the factory and distributing the finished cars.

Students will complete a series of specific tasks for each role. They will evaluate the information collected and decide which region of Brazil they would choose to locate the car factory. The location they choose for the car factory may vary for each role. Students will be required to justify their decision and explain the reasons why they have selected a particular location. Students will then summarize their findings and, based on the information from the four roles they have assumed, decide which region they would recommend to build the factory in.

Their assessment will be presented in iBook and divided into five chapters - one chapter for each of the roles they have played. This will include the work for the tasks set in the activities for each role, and a final chapter that explains their final decision with a justification.

The following criteria will be used for this assessment: Criteria **A, C and D**.

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Level	Criterion A: Knowing and Understanding- Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • makes a limited attempt to use some relevant terminology • demonstrates basic knowledge and understanding of content and concepts with simple descriptions and/or examples.
3-4	The student: <ul style="list-style-type: none"> • uses terminology that is accurate and/or appropriate • demonstrates knowledge and understanding of content and concepts through adequate descriptions, explanations or examples.
5-6	The student: <ul style="list-style-type: none"> • uses a range of terminology accurately and appropriately • demonstrates good knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7-8	The student: <ul style="list-style-type: none"> • uses a wide range of terminology accurately and appropriately • demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.
Level	Criterion C: Thinking Critically- Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • describes some sources in terms of origin and purpose and recognizes some values and limitations • identifies different perspectives • makes connections between information in a limited attempt to make arguments.
3-4	The student: <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • completes a simple analysis and/or evaluation of some sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and their implications • makes connections between information to make simple arguments.
5-6	The student: <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily analyses and/or evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • interprets different perspectives and their implications • synthesizes information to make valid arguments.
7-8	The student: <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • thoroughly interprets a range of different perspectives and their implications • synthesizes information to make valid, well- supported arguments.

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Level	Criterion D: Communicating- Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> communicates information and ideas by attempting in a limited way to use a style that is appropriate to the audience and purpose makes a limited attempt to structure information and ideas in a way that is appropriate to the specified format makes a limited attempt to document sources of information.
3-4	The student: <ul style="list-style-type: none"> communicates information and ideas by using a style that is sometimes appropriate to the audience and purpose structures information and ideas in a way that is sometimes appropriate to the specified format sometimes documents sources of information using a recognized convention.
5-6	The student: <ul style="list-style-type: none"> communicates information & ideas by using a style often appropriate to the audience & purpose structures information and ideas in a way that is often appropriate to the specified format often documents sources of information using a recognized convention.
7-8	The student: <ul style="list-style-type: none"> communicates information and ideas effectively by using a style that is consistently appropriate to the audience and purpose structures information and ideas in a way that is consistently appropriate to the specified format consistently documents sources of information using a recognized convention.