

Students were required to complete four tasks and an inquiry question:

- 1 Remembering/ Knowing OR 1 Understanding
- 1 Application
- 1 Analysis
- 1 Evaluation OR 1 Create
- An inquiry/ research question with a reflection about their choice of topic

Criteria A - this should be used to assess the lower order thinking tasks including remembering/knowing, understanding and applying.

| Achievement Level | Level Descriptor |
|-------------------|--|
| 0 | The student: does not reach a standard described by any of the descriptors below |
| 1 - 2 | demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples |
| 3 - 4 | demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples |
| 5 - 6 | demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples |
| 7 - 8 | demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples |

Criteria B - this should be used to assess the research question and reflection. The reflection students should have written will help to indicate how broad/focused or double barreled/clear they assessed their question to be.

| Achievement Level | Level Descriptor |
|-------------------|---|
| 0 | The student: does not reach a standard described by any of the descriptors below |
| 1 - 2 | formulates a very general research question |
| 3 - 4 | formulates an adequate research question |
| 5 - 6 | formulates a clear research question |
| 7 - 8 | formulates a clear and focused research question |

Criteria C - this should be used to assess the the higher order thinking tasks including analysing, evaluating and creating.

| Achievement Level | Level Descriptor |
|-------------------|---|
| 0 | The student: does not reach a standard described by any of the descriptors below |
| 1 - 2 | makes a limited attempt to analyse concepts, events, issues, models or arguments |
| 3 - 4 | completes a simple analysis of concepts, events, issues, models or arguments |
| 5 - 6 | completes a satisfactory analysis of concepts, events, issues, models or arguments |
| 7 - 8 | completes a detailed analysis of concepts, events, issues, models or arguments |

Criteria D - this should be used to assess how well the student has created the portfolio that is intended for its audience and purpose. The student should also document sources of information using a recognized convention.

| Achievement Level | Level Descriptor |
|-------------------|--|
| 0 | The student: does not reach a standard described by any of the descriptors below |
| 1 - 2 | a limited attempt to use a style that is appropriate to the audience and purpose makes a limited attempt to document sources of information |
| 3 - 4 | communicates using a style that is sometimes appropriate to the audience and purpose sometimes documents sources of information using a recognized convention. |
| 5 - 6 | communicates using a style that is often appropriate to the audience and purpose often documents sources of information using a recognized convention. |
| 7 - 8 | communicates effectively by using a style that is consistently appropriate to the audience and purpose consistently documents sources of information using a recognized convention. |