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| **Criteria** | **Level of Achievement** | | **Score** |
| **Personal Engagement** | 0 | * Student’s report does not reach a standard described by the descriptors below. |  |
| 1 | * **Evidence of personal engagement is limited – little independent thinking, initiative or creativity**. * Justification for choosing research question/topic does not demonstrate **personal significance**, **interest or curiosity**. * Little evidence of **personal input & initiative.** |  |
| 2 | * **Evidence of personal engagement exploration is clear with significant independent thinking, initiative or creativity.** * Justification for choosing research question and/or topic demonstrates **personal significance**, **interest or curiosity**. * Evidence of **personal input and initiative.** |  |
| **Exploration** | 0 | * The student’s report does not reach a standard described by the descriptors below*.* |  |
| 1-2 | * Topic is identified. * **Relevant research question** present but not focused. * Background information provided but is **superficial, limited** or **unrelated.** * Methodology of the **investigation** limited in appropriateness. * Does not address reliability and sufficiency of the collected data. * Evidence of significant safety, ethical or environmental issues is present but **NOT** **relevant to the methodology of the investigation.** |  |
| 3-4 | * Topic is identified and a **stated relevant research question** present but not focused. * **Relevant research question** present but not focused. * Background information is **mainly appropriate, relevant** and **relates to context**   . * Addresses **some** factors influencing **reliability and sufficiency** of the collected data. * Evidence of significant **safety, ethical or environmental issues** is **present** but not completely **relevant to the method selected**. * **Some** key safety, ethical or environmental issues are **NOT addressed.** |  |
| 5-6 | * Topic is identified and a **stated relevant research question** is focused * The background information provided is **entirely appropriate** **and relevant** and **enhances** the understanding of the context * Method selected is highly appropriate;  Addresses the research question * Addresses **ALL**, or nearly all, of the factors influencing, **reliability and sufficiency** of the collected data. * **Evidence** of full awareness of the significant **safety, ethical or environmental issues** is present and **relevant to the method selected** * **ALL key safety, ethical or environmental issues are ADDRESSED.** |  |
| **Analysis** | 0 | * Student’s report does not reach a standard described by the descriptors below. |  |
| 1-2 | * Report has insufficient relevant raw data to support a valid conclusion to research question. * Basic data processing is present but is too inaccurate or insufficient to reach valid conclusion. * Little consideration is given to impact of uncertainty on analysis. * Processed data is incorrectly interpreted so conclusion drawn is invalid or incomplete. |  |
| 3-4 | * Report has relevant but incomplete quantitative and qualitative raw data to support a valid conclusion to research question. * Sufficient data processing is carried out that could lead to a broad but valid conclusion.  Some inaccuracies or inconsistencies are present. * Report shows some consideration to impact of uncertainty on analysis. * Processed data is interpreted so a broadly valid but incomplete or limited conclusion can be drawn. |  |
| 5-6 | * Report has sufficient relevant quantitative and qualitative raw data to support a detailed and valid conclusion to research question. * Sufficient and accurate data processing is carried out that leads to a valid conclusion that is consistent with data. * Report shows full and appropriate consideration to impact of uncertainty on analysis. * Processed data is interpreted so a completely valid and detailed conclusion can be drawn. |  |

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| **Criteria** | **Level of Achievement** | | **Score** |
| **Evaluation** | 0 | * The student’s report does not reach a standard described by the descriptors below |  |
| 1-2 | * Conclusion outlined is not relevant to the research question or is not supported by the data presented. * Conclusion makes superficial comparison to accepted scientific context. * Strengths and weaknesses of the investigation are stated but limited to procedural sources of error without consideration of impact on data collected * Student has outlined very few realistic and relevant suggestions for the improvement and extension of the investigation |  |
| 3-4 | * Conclusion described is relevant to the research question and supported by the data presented. * Conclusion makes some relevant comparison to the accepted scientific context. * Strengths and weaknesses of the investigation are stated including procedural sources of error   and related superficially to impact on data but NOT to conclusions drawn   * Student has described some realistic and relevant suggestions for the improvement and extension of the investigation. |  |
| 5-6 | * Detailed conclusion is described and justified, entirely relevant to the research question and fully supported by the data presented. * Conclusion is correctly described and justified through relevant comparison to the accepted scientific context. * Strengths and weaknesses of the investigation are stated including procedural sources of error directly related to conclusions drawn. Impact on data is thoroughly discussed and analyzed * Student has described some realistic and relevant suggestions for the improvement and extension of the investigation. |  |
| **Communication** | 0 | * The student’s report does not reach a standard described by the descriptors below. |  |
| 1-2 | * The presentation of the investigation is unclear, making it difficult to understand the focus, process and outcomes. * The report is not well-structured. * The information on focus, process and outcomes is missing, disorganized or unclear. * Many errors in subject terminology are present. |  |
| 3-4 | * The presentation of the investigation is clear. * Any errors do not hamper understanding of the focus, process and outcomes. * The report is well-structured. * The information on focus, process and outcomes is well-presented * The report is relevant and concise. * Subject terminology is appropriate and correct. |  |

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| Total | /24 |