|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **A: The issue in context** | **B: Community awareness** | **C: Ethical dimension** | **D. Cultural Awareness** | **E. Reasoning** |
| *Task Specific* |  |  |  |  |  |
| **0** | The student has not met the requirements of the level 1 markband. | | | |  |
| **1** | The central issue is identified and the student shows an awareness of the context(s) of the issue, though this may be largely implicit. Overall, the project demonstrates basic knowledge and understanding of the issue, but may be dominated by one view. | There is evidence of engagement with the community that shows an awareness of the relevance of the issue chosen to community members, though this may not always be well integrated into the overall inquiry. | The ethical dimension of the issue is identified and some of the implications explored, though this may be largely implicit. Different viewpoints are included though the presentation may be unbalanced. | Some awareness of how cultural perspectives can influence the ethical dimension of the issue is demonstrated, though this may be largely implicit. | A basic argument is presented, but may not always be sustained, providing straightforward conclusions. |
| **2** | The central issue is analysed from more than one perspective, though coverage may be uneven. Overall, the project demonstrates sound knowledge and understanding of the issue and its context(s). | The engagement with the community is relevant and sustained, showing an understanding of the impact of the issue on community members and supporting points made in the inquiry. | The ethical dimension is explored explicitly, showing an understanding of the pros and cons of different viewpoints. | Understanding of how cultural perspectives can influence the ethical dimension of the issue is demonstrated and supported, where appropriate, with relevant examples. | The argument is clear and reasoned with a consistent viewpoint maintained throughout. Where appropriate, the student is beginning to use deductive and inductive reasoning and demonstrates understanding of cause and effect. Conclusions made are logical and draw on the arguments and evidence presented. |
| **3** | The central issue is analysed from different perspectives and evaluated in a balanced way. Overall, the project demonstrates good knowledge and understanding of the issue with a clear sense of scope and context(s). | The engagement with the community supports an analysis of the impact of the issue on community members and forms an integral part of the inquiry. | The ethical dimension of the issue is evaluated, showing an ability to justify the validity of both sides of the dilemma and balance them when drawing conclusions. | Analysis of how cultural perspectives can influence the ethical dimension of the issue is developed and integrated into the ideas presented. | The argument presents a clear and convincing evaluation of the issue, where appropriate using deductive and inductive reasoning to develop ideas and support conclusions. Conclusions made are logical, perceptive and concise. |
| **Year 1** | **F: Supporting evidence** | **G: Student voice** | **H: Reflection** | **I. Communication** | **J. Presentation** |
| *Task Specific* |  |  |  |  |  |
| 0 | The student has not met the requirements of the level 1 markband. | The student has not met the requirements of the level 1 markband. | The student has not met the requirements of the level 1 markband. | The student has not met the requirements of the level 1 markband. | The student has not met the requirements of the level 1 markband. |
| **1** | Supporting evidence from different sources is provided, but may not always be relevant. The evidence is used to support arguments, though its provenance or bias may not always be taken into account. | The student is able to express a personal view of the issue, but this may not be developed. | Reflective statements relevant to the issue are included, but may not be developed. | Language chosen is generally clear and rarely interferes with meaning. The student is able to use key terms, concepts and ideas, but these may not always be fully explained and there may be some evidence of misunderstanding. | The project has a straightforward structure with sections organized by grouping together similar material, though the transitions between them may be awkward. References, citations and a bibliography are included, though these may be inconsistent and incomplete. |
| **2** | A range of relevant evidence presenting different viewpoints is provided to contribute to an analysis of the issue. The student is able to distinguish fact from opinion and take account of value judgments and bias when using sources. | The student is able to develop a personal view clearly, drawing on relevant evidence to support their position. | Reflective statements begin to show the ability to recognize and explain insights gained through exploring the issue. | Language chosen is appropriate and conveys meaning clearly. The student is able to explain key terms, concepts and ideas adequately. | The project has a clear structure with sections connected to and leading on from each other. References, citations and a bibliography are included, though there may be occasional inconsistencies and omissions. |
| **3** | A wide range of evidence from sources providing contrasting views of the issue is provided and the views presented critically examined. The evidence forms an integral part of an in-depth analysis of the issue. | The student is able to express a precise, considered and, where appropriate, persuasive point of view drawing on a range of evidence to justify their position. | Reflective statements show the ability to analyse and evaluate insights gained through exploring the issue. | Language chosen is clear and concise, supporting and developing meaning. The student explains key terms, concepts and ideas clearly and precisely and shows understanding through their application. | The project is organized to give clarity and cohesion to the ideas presented, with sections linking to present a coherent and convincing whole. References, citations and a bibliography are included, with errors or omissions occurring only rarely. |

|  |  |
| --- | --- |
|  | |
| **Student Level/Comments:** | **Student Level/Comments:** |
| **Teacher Level/Comments:** | **Teacher Level/Comments:** |
| **Parent Level/Comments/Signature:** | **Parent Level/Comments/Signature:** |