Literature Task 1: Marking Criteria

RSD ™

Student Name: _____   Student ID: _____

Marker: _____

Facet of Inquiry	Student Autonomy Level 1 *Students research at the level of a closed enquiry and require a high degree of structure/ guidance*	Student Autonomy Level 2 *Students research at the level of a closed enquiry and require a some structure and guidance*	Student Autonomy Level 3 *Students research independently at the level of a closed enquiry*
A. *Students embark on inquiry and so determine a need for knowledge/understanding*	❑ Identifies some peripheral or duplicated ideas as key	❑ Identifies key ideas based on several sources	❑ Identifies key ideas utilising all sources
B. *Students find/generate needed information/data using appropriate methodology*	❑ Points/notes generated partially relate to the headings under which they are listed (some points not relevant to heading) ❑ Notes produced are sourced predominantly from 1 text only	❑ Points/notes generated elaborate on the key ideas to which they are linked, but relevant data from some sources omitted, e.g. _____ _____ ❑ Notes produced draw on ideas from several texts	❑ Points/notes generated fully and completely elaborate on the key ideas to which they are linked ❑ Notes produced draw on ideas from all texts
C. *Students critically evaluate information/data and the process to find/generate this information/data*	❑ Identifies indicators of source credibility and reliability but does not fully apply them in evaluating data or process	❑ Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for usage/ inclusion of information	❑ Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion
D. *Students organise information collected or generated*	❑ Has attempted a note-taking framework, but information is organised predominantly as a list of undifferentiated bullet points ❑ Report structure follows general layout of notes, and has a beginning, middle and end	❑ Uses a hierarchical note-taking framework that organises related information under the appropriate key headings ❑ Report based on notes; Ideas/data linked within sections/paragraphs, but no clear linkage between sections Poor linkage of: _____ _____ _____	❑ Uses a hierarchical note-taking framework that appropriately organises related information according to sub-headings under key headings ❑ All sections of report linked with coherent flow both within and between sections
E. *Students synthesise, analyse and apply new knowledge*	❑ Produces point form notes (information not directly copied or in sentence format) but notes are separated according to source ❑ Report largely restates original data with minimal integration across sources	❑ Combines and integrates ideas/data from different sources to generate notes, but some inaccuracies or misinterpretations evident ❑ Report presents integrated ideas/ data but overall theme closely resembles that of original sources	❑ Combines and integrates ideas/data from different sources to generate notes that accurately reflect sentiment/ideas portrayed in the original sources ❑ Report incorporates paraphrasing of data/ideas and presents "new" interpretations/ context from that of original source(s)
F. *Students communicate knowledge and the process used to generate it with an awareness of ethical, social and cultural issues*	❑ Title is present ❑ Partial and/or incorrect acknowledgement of sources within notes and/or report ❑ Partial/incorrect reference list provided	❑ Title relates to the key ideas within the report, but requires some refinement ❑ Full acknowledgement of all sources within notes and report ❑ Reference list contains all sources cited	❑ Title clearly and succinctly reflects contents of the report ❑ Full and correct acknowledgement of all sources within notes and report, with differentiation between quotation and paraphrase ❑ Reference list contains all sources cited and follows referencing conventions