




Literature Task 3: Marking Criteria

Student Name: _____ Student ID: _____

Marker: _____

 Facet of Inquiry	Student Autonomy Level 1 <i>Students research at the level of a closed enquiry and require a high degree of structure/ guidance</i>	Student Autonomy Level 2 <i>Students research at the level of a closed enquiry and require a some structure and guidance</i>	Student Autonomy Level 3 <i>Students research independently at the level of a closed enquiry</i>
A. Students embark on inquiry and so determine a need for knowledge/understanding	<input type="checkbox"/> Uses the general topic provided to initiate a basic search for data/information	<input type="checkbox"/> Refines the general topic provided and undertakes a more targeted basic search	<input type="checkbox"/> Refines the general topic provided and undertakes an in depth search on selected key aspects
B. Students find/generate needed information/data using appropriate methodology	<input type="checkbox"/> Search strategy is limited to a single approach (e.g. internet only) for finding information sources <input type="checkbox"/> Text generated is partially relevant to the topic and is drawn from one or two general sources	<input type="checkbox"/> Search strategy uses several different approaches (e.g. catalogues and databases) for finding information sources <input type="checkbox"/> Text generated is relevant to the topic, and is based on several sources of variable reliability	<input type="checkbox"/> Search strategy includes multiple approaches for finding quality information sources (e.g. scientific catalogues, library, databases, search engines) <input type="checkbox"/> Text generated is relevant and draws on a range of reliable sources
C. Students critically evaluate information/data and the process to find/generate this information/data	<input type="checkbox"/> Identifies indicators of source credibility and reliability but does not fully apply them in evaluating data or process <input type="checkbox"/> Supporting evidence in search strategy only partially supplied and/or inappropriate Missing: _____ _____	<input type="checkbox"/> Identifies several relevant indicators of source credibility and reliability and provides appropriate rationale for usage/ inclusion of information <input type="checkbox"/> Supporting evidence in search strategy supplied but some details inaccurate Problems with: _____ _____	<input type="checkbox"/> Identifies a wide range of indicators of source credibility and reliability and fully applies these in selection of data for inclusion <input type="checkbox"/> Supporting evidence in search strategy is extensive and appropriate
D. Students organise information collected or generated	<input type="checkbox"/> Report structure has a beginning, middle and end <input type="checkbox"/> No explicit statement of aim, although an implicit, general indication of aim can be ascertained from content	<input type="checkbox"/> Ideas/data are linked within sections/paragraphs of the report, but there no clear linkage between sections Poor linkage of: _____ _____ <input type="checkbox"/> Aim present, but not clearly stated or entirely appropriate to content presented	<input type="checkbox"/> All sections of report linked with coherent flow both within and between sections <input type="checkbox"/> Aim of report clearly stated and appropriate to content
E. Students synthesise, analyse and apply new knowledge	<input type="checkbox"/> Report largely restates data from main sources used, with minimal integration across sources <input type="checkbox"/> Broadly based and superficial coverage, with little specific detail about key themes	<input type="checkbox"/> Report presents integrated ideas/ data but overall theme closely resembles that of original sources <input type="checkbox"/> Broadly based, but detailed information provided for at least one key theme	<input type="checkbox"/> Report incorporates paraphrasing of data/ideas and presents "new" interpretations/ context from that of original source(s) <input type="checkbox"/> Focused and in depth coverage of key themes
F. Students communicate knowledge and the process used to generate it with an awareness of ethical, social and cultural issues	<input type="checkbox"/> Title is present Harvard referencing style attempted but <input type="checkbox"/> Partial and/or incorrect acknowledgement of sources within text of report <input type="checkbox"/> Partial/incorrect reference list provided	<input type="checkbox"/> Title relates to the key ideas within the report, but requires some refinement <input type="checkbox"/> Full acknowledgement of all sources within text of report <input type="checkbox"/> Reference list contains all sources cited, but minor errors in Harvard citation style	<input type="checkbox"/> Title clearly and succinctly reflects contents of the report <input type="checkbox"/> Full and correct acknowledgement of all sources within notes and report, with differentiation between quotation and paraphrase <input type="checkbox"/> Reference list contains all sources cited and follows Harvard referencing conventions