## Facet of Work

<table>
<thead>
<tr>
<th></th>
<th>Third Students achieve a minimal number of objectives (50-60)</th>
<th>IIB Students achieve some of the Objectives (60-70)</th>
<th>IIA Students achieve a majority of the original set of objectives (70-80)</th>
<th>Grade</th>
<th>Students achieve all Objectives</th>
</tr>
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</table>
| A. Students embark on inquiry and so determine a need for knowledge / understanding | 10%  
- Objectives not clearly stated or inappropriate  
- Background & relevant works minimally mentioned | 10%  
- Objectives present but not clear, focused or made explicit  
- Background & relevant works superficially mentioned | 10%  
- Objectives clearly stated, remain within supervisor guidelines  
- Background & relevant works suitably mentioned | 10%  
- Objectives clearly stated and innovative within scope  
- Background works b. acknowledged | 10%  
- Objectives clearly stated, remain within supervisor guidelines  
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- Background works b. acknowledged | 10%  
- Objectives clearly stated, remain within supervisor guidelines  
- Background & relevant works suitably mentioned | 10%  
- Objectives clearly stated and innovative within scope  
- Background works b. acknowledged |
| B. Students find/generate needed information / data / ideas using appropriate approach / method | 15%  
- No or inappropriate references used to inform project approach | 10%  
- Few appropriate references used to inform project approach | 10%  
- Several appropriate references used to inform project approach | 10%  
- Numerous sources/approach used | 10%  
- Several appropriate references used to inform project approach | 10%  
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- Several appropriate references used to inform project approach | 10%  
- Numerous sources/approach used |
| C. Students critically evaluate information / data / ideas, their approach, methods and results, and react appropriately | 10%  
- Approach is flawed in conception and is infeasible  
- Proposal’s significance minimally addressed | 10%  
- Approach has some issues which affects its feasibility  
- Proposal’s significance partially addressed | 10%  
- Proposes an effective solution to the identified challenges  
- Proposal’s significance clearly addressed | 10%  
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- Proposal’s significance clearly addressed |
| D. Students perform necessary processes to meet stated project objectives | 3%  
- No discussions on plan  
- No strategy to ensure progress | 2%  
- Limited discussions on plan  
- Strategy to ensure progress is stated | 2%  
- Some discussions on plan  
- Strategy to ensure progress is stated and briefly explained | 2%  
- Detailed strategy to ensure progress is stated | 2%  
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| E. Students synthesise, applies and analyses new knowledge creatively | 10%  
- Reproduce existing knowledge in prescribed formats with minimal interpretation. | 10%  
- Reorganise existing knowledge in standard formats with little interpretation. | 10%  
- Synthesises and analyses information to construct emergent knowledge and asks, researchable questions. | 10%  
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| F. Students communicate project objectives, achievements and the process | 5%  
- Unengaging presentation, as shown by level of questions / comments / audience absorption  
- Visual and spoken elements are not at all integrated / effective  
- Ineffective use of allotted time (incl questions)  
- Lack of understanding of questions | 5%  
- Mildly engaging presentation, as shown by level of questions / comments / audience absorption  
- Visual and spoken elements are not well integrated /effective  
- Moderately effective use of allotted time (incl questions)  
- Limited understanding and response to questions | 5%  
- Engaging presentation, as shown by level of questions / comments / audience absorption  
- Visual and spoken elements are to some extent integrated /effective  
- Effective use of allotted time (incl questions)  
- Some understanding and intelligible response to questions | 5%  
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- Some understanding and intelligible response to questions |
### Comments:

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assessor’s signature __________________________