**Year 9 Personal Research Project Rubric**

**Topic and Research Question**

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| Level | Descriptor |
| 1 | * The topic is communicated unclearly and incompletely. * The research question is too broad to be answered within the word limit, or does not lend itself to a systematic investigation in the subject for which it is registered. * The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. |
| 2 | * Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially presented. * The research question is clearly stated but only partially focused. * The research question is clear but the discussion in the essay is only partially focused and connected to the research question. |
| 3 | * Identification and explanation of the research topic is effectively communicated; the purpose and focus of the research is clear and appropriate. * The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. |

**Investigation**

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| Level | Descriptor |
| 0 | There is no evidence that sources have been consulted or data gathered, and little or no evidence of planning in the investigation. |
| 1 | A range of inappropriate sources has been consulted, or inappropriate data has been gathered, and there is little evidence that the investigation has been planned. |
| 2 | A limited range of appropriate sources has been consulted, or data has been gathered, and some relevant material has been selected. There is evidence of some planning in the investigation. |
| 3 | A sufficient range of appropriate sources has been consulted, or data has been gathered, and relevant material has been selected. The investigation has been satisfactorily planned. |
| 4 | An imaginative range of appropriate sources has been consulted, or data has been gathered, and relevant material has been carefully selected. The investigation has been well planned. |

**Introduction**

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| Level | Descriptor |
| 0 | The criterion has not been met. |
| 1 | Little or no attempt has been made to set the research question into context. There is little or no attempt to explain the significance of the topic. |
| 2 | Some attempt is made to set the research question into context. There is some attempt to explain the significance of the topic and why it is worthy of investigation to the student. |
| 3 | The context of the research question is clearly demonstrated. The introduction clearly describes the significance of the topic and why it is worthy of investigation. |
| 4 | The context (Background information) of the research question is explained well and has personal relevance to the student. The introduction clearly explains the significance of the topic in the wider global context and why it is worthy of further investigation. |

**Knowledge and understanding**

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| Level | Descriptor |
| 0 | The work does not reach a standard outlined by the descriptors below. |
| 1 | * The selection of source material has limited relevance and is only partially appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is mostly descriptive. * There is little or no evidence used to support ideas. * Subject-specific terminology and/or concepts are either missing or inaccurate, demonstrating limited knowledge and understanding. |
| 2 | * The selection of source material is mostly relevant and appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear. * Some evidence has been used . * The use of subject-specific terminology and concepts is mostly accurate. |
| 3 | * The selection of source materials is relevant and all appropriate to the research question. * Knowledge of the topic/discipline(s)/issue is clear and coherent. * The use of subject-specific terminology and concepts is accurate and consistent, demonstrating an appropriate knowledge and understanding. |
| 4 | * The selection of all source materials is clearly relevant, appropriate and wide ranging. * Knowledge of the topic/discipline(s)/issue is clear and coherent, well-articulated and sources are used effectively, appropriately and with understanding. * Subject-specific terminology is used fluently and clearly explained. The use of evidence and concepts are accurate and consistent, demonstrating effective knowledge and understanding. |

**Referencing**

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| Level | Descriptor |
| 0 | There are no bibliography. |
| 1 | Bibliography limited or incomplete. |
| 2 | Bibliography is complete. |
| 3 | References are used and consistent with a clear bibliography. |
| 4 | References used are from a wide range of sources, they have been appropriately cited using a consistent format. The bibliography is consistent with the format of references and is clear and relevant. |

**Conclusion**

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| Level | Descriptor |
| 0 | The work does not meet the criterion outlined by the descriptors. |
| 1 | Little or no attempt is made to provide a conclusion that is relevant to the research question. |
| 2 | A conclusion is attempted that is relevant to the research question but may not be entirely consistent with the evidence presented in the essay. |
| 3 | An effective conclusion is clearly stated; it is relevant to the research question and consistent with the evidence presented in the essay. |
| 4 | An effective conclusion is clearly articulated, it links explicitly to the research question and is supported by evidence presented in the essay that is used in the conclusion. |