**Section 1: Choice and Justification of Title**

**I**nve**S**tig**8**

**Details**

**Name**:

**DP Subject**:

**Title**:

**Framing your idea**

**Key Concept**:

**Related Concept(s)**:

**Global Context**:

**Key Questions**

You need to design three questions around your area of study. One is a factual question, it is a question you could ask to find out more information about your chosen title. The second is a conceptual question. This should consider a concept or theory based around your title. The third question should be a question that doesn’t necessarily have a right or wrong answer, or invites discussion between different perspectives or viewpoints.

**Factual Question**:

**Conceptual Question**:

**Debateable Question**:

**Why is your area of focus worthy of investigation?** (Maximum 200 words)

**How is your title helping you to investigate this focus area?** (Maximum 300 words)

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| **Criteria Bi** | formulate a clear and focused research question and justify its relevance  |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| The student does not reach a standard described by any of the descriptors below.  | formulates a research question that is clear **or** focused and **describes** its relevance  | formulates a research question that is **clear** and **focused** and **describes** its relevance in detail  | formulates a **clear** and **focused** research question and **explains** its relevance  | formulates a **clear** and **focused** research question and **justifies** its relevance  |

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**Section 2: Action plan**

In this section you need to map out the activities you plan to undertake to successfully complete your project. You should finish the first two columns and show your teacher before you begin writing. You should look at the proposed schedule and also check any dates you may miss lessons for any reason. The amendments column, you are expected to highlight any unforeseen changes to your plan – either where you have fallen behind the plan or gone ahead. This will help you with your reflections. (maximum 400 words)

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| **Week begining** | **Plan of activities to undertake** | **Amendments** |
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| **Criteria Bii** | formulate and follow an action plan to investigate a research question  |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| The student does not reach a standard described by any of the descriptors below.  | formulates a **limited** action plan to investigate a research question or does not follow a plan | formulates and **somewhat** follows a **partial** action plan to investigate a research question | formulates and follows a **substantial** action plan to investigate a research question | formulates and **effectively** follows a **comprehensive** action plan to investigate a research question |

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**Section 3: Evaluation**

Write your evaluation in the box below. In this section you need to give an honest evaluation of your performance on this project. You can consider aspects such as;

The quality of your finished piece of work

Your success of your data collection methodology

The limitations of your study

Time management

Changes you could make if you had to do it again

Evaluation

|  |  |
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| **Criteria Biv** | evaluate the process and results of the investigation.  |
| **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| The student does not reach a standard described by any of the descriptors below.  | makes a **limited** evaluation of the process and results of the investigation.  | evaluates **some** aspects **of** the process and results of the investigation.  | **evaluates** the process and results of the investigation.  | **thoroughly** evaluates the investigation process and results. |

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**Criteria Marked in Article**

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|  | **Description** | **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| **Aii** | **demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.** | The student does not reach a standard described by any of the descriptors below.  | demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples.  | demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. | demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. | demonstrates **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples. |
| **Ci** | **communicate information and ideas effectively using an appropriate style for the audience and purpose**  | The student does not reach a standard described by any of the descriptors below.  | communicates information and ideas in **a limited way**, using a style that is **limited** in its appropriateness to the audience and purpose | communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose | communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose  | communicates information and ideas **effectively** and **accurately** by using a style that is **completely** appropriate to the audience and purpose |
| **Cii** | **structure information and ideas in a way that is appropriate to the specified format**  | The student does not reach a standard described by any of the descriptors below.  | structures information and ideas according to the specified format in a **limited way**  | structures information and ideas in a way that is **somewhat** appropriate to the specified format | structures information and ideas in a way that is **mostly** appropriate to the specified format | structures information and ideas in a way that is **completely** appropriate to the specified format  |
| **Ciii** | **document sources of information using a recognized convention.**  | The student does not reach a standard described by any of the descriptors below.  | documents sources of information in a **limited way**.  | **sometimes** documents sources of information using a recognized convention.  | **often** documents sources of information using a recognized convention.  | **consistently** documents sources of information using a recognized convention. |
| **Di** | **discuss concepts, issues, models, visual representation and theories**  | The student does not reach a standard described by any of the descriptors below.  | **analyses** concepts, issues, models, visual representation and theories to a **limited extent**  | **analyses** concepts, issues, models, visual representation and theories  | **discusses** concepts, issues, models, visual representation and theories  | completes a **detailed discussion** of concepts, issues, models, visual representation and theories  |
| **Dii** | **synthesize information to make valid, well-supported arguments**  | The student does not reach a standard described by any of the descriptors below.  | **summarizes** information to a **limited extent** to make arguments  | **summarizes** information to make arguments  | **synthesizes** information to make **valid** arguments  | **synthesizes** information to make **valid, well-supported** arguments  |
| **Div** | **interpret different perspectives and their implications.**  | The student does not reach a standard described by any of the descriptors below.  | **identifies** different perspectives and **minimal** implications.  | **interprets** different perspectives and **some** of their implications.  | **interprets** different perspectives and their implications.  | **thoroughly interprets** a **range** of different perspectives and their implications. |