| **VCE Extended Investigation: Externally-assessed Task 2020 Unit 4 Outcome 1: Written Report** | | | | | | |
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| **Assessment criteria** | **Levels of Performance** | | | | | |
| **Not shown** | **1–2 (very low)** | **3–4 (low)** | **5–6 (medium)** | **7–8 (high)** | **9–10 (very high)** |
| **1. Knowledge and understanding of the research area** |  | Limited knowledge and understanding of general research area and key concepts. | Some knowledge and understanding of the research area and key concepts. | Generalised knowledge and understanding of the research area and key concepts. | Detailed knowledge and thorough understanding of well-defined research area  and key concepts. | Extensive knowledge and highly developed understanding of well- defined research area and key concepts. |
| Little use of research literature and some use of terminology relevant to the research area. | Some use of research literature and use of terminology generally relevant to the investigation. | Generally effective use of research literature and considered use of terminology relevant to the investigation. | Effective use of research literature and coherent use of terminology specific and relevant to the investigation. | Highly-effective use of research literature and cogent use of terminology specific and relevant to the investigation. |
| **2. Analysis and evaluation of arguments and evidence** |  | Some description and little evaluation of the arguments and evidence presented in general research area. | Some analysis and evaluation of the arguments and evidence presented in research area. | Adequate analysis and evaluation of the arguments and evidence presented in the field of research. | Detailed analysis and evaluation of the arguments and evidence presented in the field of research. | Sophisticated analysis and evaluation of the arguments and evidence presented in the field of research. |
| Tenuous connections between the arguments and evidence in the research area and the chosen investigation. | Some relevant connections between the arguments and evidence in the research area and the chosen investigation. | Appropriate and relevant connections between the arguments and evidence in the research area and the chosen investigation. | Well-developed relationship between arguments and evidence and the chosen research question. | Strong and coherent relationship between arguments and evidence and the chosen research question. |
| **3. Response  to research question** |  | Vague research question with poorly defined direction for research. | Broadly expressed research question with limited direction for research. | Broadly expressed research question containing clear direction for research. | Focused research question with well-defined scope. | Highly focused and well- articulated research question. |
| Minimal focus and very narrow approach to the research question with very limited discussion of the methods used in the investigation. | Some approach to the research question with little discussion of the methods used in the investigation. | Relevant and clear approach to the research question including adequate discussion of the methods used in the investigation. | Thorough and sound approach to the research question including detailed discussion of the methods used in the investigation. | Highly focused and considered approach including comprehensive discussion of the methods used in the investigation. |

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| **4. Synthesis of findings and evaluation of the investigation** |  | Very little synthesis of different aspects of the investigation to address the research question. | Limited synthesis of different aspects of the investigation to address the research question. | Adequate synthesis of different aspects of the investigation to address the research question. | Effective synthesis of different aspects of the investigation to address the research question. | Sophisticated synthesis of different aspects of the investigation to address the research question. |
| Limited use of relevant data as evidence. | Some relevant data used as evidence. | Largely relevant data satisfactorily used as evidence. | Relevant data clearly used as evidence. | Relevant data coherently used as evidence. |
| Limited description of the findings of the research. | Some conclusions drawn from the findings of the research. | Clear and largely substantiated conclusions drawn from the findings of the research. | Articulate and well substantiated conclusions drawn from the findings of the research. | Highly articulate and comprehensively substantiated conclusions drawn from the findings of the research. |
| Very limited evaluation of the investigation. | Limited evaluation of the investigation. | Adequate evaluation of the investigation. | Detailed and coherent evaluation of the investigation. | Insightful and comprehensive evaluation of the investigation. |
| **5. Clarity and effectiveness of writing** |  | Little organisation of ideas and limited adaptation of the report for an educated non-specialist audience. | Some development and some organisation of ideas and adaptation of the report for an educated non- specialist audience. | Orderly development of ideas and largely accessible adaptation of the report for an educated non-specialist audience. | Very clear and well-structured development of ideas and report adapted well for an educated non-specialist audience. | Well-structured and convincing development of ideas and report highly accessible and tailored to an educated non-specialist audience. |
| **6. Observance of report writing conventions including citations and bibliographic reference of sources** |  | Little use of the structural conventions of writing a research report, including academic citations, attributions and bibliographic details. | Some use of the structural conventions for writing a research report including academic citations, attributions and bibliographic details. | Satisfactory use of structural conventions for writing a research report including academic citations, attributions and bibliographic details. | Thorough use of structural conventions for writing a research reporting including academic citations, attributions and bibliographic details. | Comprehensive and proficient use of structural conventions for writing a research report including academic citations, attributions and bibliographic details. |