|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0 | 1-2 | 3-4 | 5-6 | 7-8 |
| **Reasearch Question** | The student does not reach a standard described by any of the descriptors below. | The student formulates a very general research question. The student makes a limited attempt to follow an action plan to investigate a question. The student collects and records limited information, not always in line with the research question and makes a limited attempt to address the research question. | The student formulates an adequate research question and partially follows an action plan to investigate a research question. The student uses a method or methods to collect and record some information in line with the research question and partially addresses the research question. | The student formulates a clear research question and satisfactorily follows an action plan to investigate a research question. The student uses methods to collect and record appropriate information in line with the research question and satisfactorily addresses the research question. | The student formulates a clear and focused research question and follows an action plan effectively to investigate a research question. The student uses methods accurately to collect and record appropriate and varied information in line with the research question and effectively addresses the research question. |
| **Verbal communication**  **Visual communication**  **Reference sources of information** | The student does not reach a standard described by any of the descriptors below. | The student tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose. The student tries in a limited way to structure information according to the task instructions and tries in a limited way to create a list of sources of information. | The student communicates information and ideas in a style that is sometimes appropriate to the audience and purpose. The student structures information sometimes according to the task instructions and creates a list of sources of information sometimes according to the task instructions. | The student communicates information and ideas in a style that is often appropriate to the audience and purpose. The student structures information often according to the task instructions and creates a list of sources of information often according to the task instructions. | The student communicates information and ideas in a style that is completely appropriate to the audience and purpose. The student structures information and ideas completely according to the task instructions and creates a list of sources of information according to the task instructions. |
| **Accuracy of information** | The student does not reach a standard described by any of the descriptors below. | The student makes a limited attempt to use some relevant terminology and demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples. | The student uses some humanities terminology appropriately and demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples. | The student uses relevant humanities terminology accurately and demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples. | The student uses a range of humanities terminology accurately and appropriately and demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples. |