

Unit 2: Conflicts

The Troubles and The Yugoslav Wars

Summative 2: Research Essay

Prompt: The statement of inquiry for this unit says that "significant conflicts of the past connect to our present and will continue to affect our future". Discuss this in terms of the conflict you addressed and contemporary issues in the region.

Criterion A: Knowing and understanding

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with one description and/or examples.
3 - 4	The student: i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through two descriptions, explanations and examples.
5 - 6	The student: i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through three accurate descriptions, explanations and examples.
7 - 8	The student: i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough four or more, accurate descriptions, explanations and examples.

Criterion B: Investigating

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. formulates a research question that is clear or focused and describes its relevance ii. formulates a limited action plan to investigate a research question or does not follow a plan iii. collects and records limited information, not always consistent with the research question iv. makes a limited evaluation of the process and results of the investigation.
3 - 4	The student: i. formulates a research question that is clear and focused and describes its relevance in detail ii. formulates and somewhat follows a partial action plan to investigate a research question iii. uses a research method(s) to collect and record mostly relevant information iv. evaluates some aspects of the process and results of the investigation.
5 - 6	The student: i. formulates a clear and focused research question and explains its relevance ii. formulates and follows a substantial action plan to investigate a research question iii. uses research method(s) to collect and record appropriate, relevant information iv. evaluates the process and results of the investigation.
7 - 8	The student: i. formulates a clear and focused research question, thoroughly justifying its relevance with appropriate evidence ii. formulates and effectively follows a comprehensive action plan to investigate a research question iii. uses research methods to collect and record appropriate, varied and relevant information iv. thoroughly evaluates the investigation process and results.

Criterion C: Communicating

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose ii. structures information and ideas according to the specified format in a limited way iii. documents sources of information in a limited way. (in-text citations)
3 - 4	The student: i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose ii. structures information and ideas in a way that is somewhat appropriate to the specified format iii. sometimes documents sources of information using a recognized convention. (in-text citations)
5 - 6	The student: i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose ii. structures information and ideas in a way that is mostly appropriate to the specified format iii. often documents sources of information using a recognized convention. (in-text citations)
7 - 8	The student: i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purpose ii. structures information and ideas in a way that is completely appropriate to the specified format iii. consistently documents sources of information using a recognized convention. (in-text citations)

Criterion D: Thinking critically

0	The student does not reach a standard described by any of the descriptors below.
1 - 2	The student: i. analyses concepts, issues, models, visual representation and theories to a limited extent ii. summarizes information to a limited extent to make arguments iii. describes a limited number of (1-2 high quality) sources/data in terms of origin and purpose and recognizes nominal value and limitations iv. identifies different perspectives and minimal implications.
3 - 4	The student: i. analyses concepts, issues, models, visual representation and theories ii. summarizes information to make arguments iii. analyses and/or evaluates (3-4 high quality) sources/data in terms of origin and purpose, recognizing some value and limitations iv. interprets different perspectives and some of their implications.
5 - 6	The student: i. discusses concepts, issues, models, visual representation and theories ii. synthesizes information to make valid arguments iii. effectively analyses and evaluates a range of (5-6 high quality) sources/data in terms of origin and purpose, usually recognizing value and limitations iv. interprets different perspectives and their implications.
7 - 8	The student: i. completes a detailed discussion of concepts, issues, models, visual representation and theories ii. synthesizes information to make valid, well-supported arguments iii. effectively analyses and evaluates a range of (7 or more high quality) sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. thoroughly interprets a range of different perspectives and their implications.