

Criterion A: Knowing and Understanding

Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below./Student does not complete assignment
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. uses limited vocabulary accurately ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions, explanations and examples.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. uses some vocabulary accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. uses considerable and relevant vocabulary accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. consistently uses a range of vocabulary accurately ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

What you should focus on:

- Where is your country located, which region of the world and what biome/biomes would you find in there. If your country has multiple biomes, choose one.
- What is the climate like? Include data and a graph.
- What does the natural environment look like. What are the features of the ecosystems in the area? What are the flora and fauna? How are they interdependent? Include diagrams and/or images.
- Provide at least 2 examples of human impact on the area (mining, farming, tourism, climate change...)

Using the information/research write a paragraph explaining how future generations can sustain this biome and why that is important

Criterion B: Investigating

level	Level descriptor	Task specific.
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below/Student does not complete assignment
1–2	The student: ii. follows an action plan in a limited way to explore a research question iii. collects and records limited information, or sometimes irrelevant information	Topics are researched in a limited way and includes very limited relevant information. Uses few sources, 1 or 0 (websites, books, newspapers, videos). Uses an action plan to a limited extent in order to record information and reflect on the process, with support from the teacher.
3–4	The student: ii. formulates and occasionally follows a partial action plan to investigate a research question iii. uses a method(s) to collect and record some relevant information	Topics are researched to a satisfactory standard and includes relevant information. Uses few sources, less than 2 different (websites, books, newspapers, videos) Uses an action plan to a satisfactory extent in order to record information and reflect on the process, with support from the teacher.
5–6	The student: ii. formulates and mostly follows a sufficiently developed action plan to investigate a research question iii. uses methods to collect and record appropriate relevant information	Topics are researched to a high standard and includes consistent relevant information. Uses a range of at least 3 different sources (websites, books, newspapers, videos) p Uses an action plan to a high standard in order to record information and reflect on the process, with support from the teacher.
7–8	The student: i. formulates/chooses a clear and focused research question and explains its relevance	Topics are researched to a very high standard and includes consistent relevant information. Uses a range of at least 5 different sources (websites, books, newspapers, videos)

ii. formulates and effectively follows a consistent action plan to investigate a research question iii. uses methods to collect and record appropriate and varied relevant information	Uses an action plan to a very high standard in order to record information and reflect on the process.
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Criterion C: Communicating

Level	Level Descriptor	Task-Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	The student does not reach a standard described by any of the descriptors below.
1 - 2	i. communicates information and ideas in a style that is not always clear iii. lists sources of information inconsistently .	The student: i. the Magazine article does not always make sense and the information is not always communicated clearly. iii. A reference page is created with numerous (5 or more) errors.
3 - 4	The student: i. communicates information and ideas in a way that is somewhat clear iii. creates an adequate reference list and sometimes cites sources.	The student: i. the Magazine article somewhat makes sense and information is communicated somewhat clearly. iii. A reference pages is created with multiple (3-4) errors.
5 - 6	The student: i. communicates information and ideas in a style that is mostly appropriate to the audience and purpose iii. creates an adequate reference list and usually cites sources.	The student: i. the Magazine article mostly makes sense, and information is mostly communicated clearly. iii. A reference page is created and with few (1-2) errors
7 - 8	The student: i. communicates information and ideas in a style that is completely appropriate to the audience and purpose iii. creates a complete reference list and always cites sources.	The student: i. The Magazine article makes sense for the city, and information is communicated clearly. iii. A reference page is created and properly formatted.

Criterion D: Thinking Critically

Level	Level descriptor	
0	The student does not reach a standard described by any of the descriptors below./Student does not complete assignment	
1–2	The student: i. To a limited extent , identifies the main points of ideas, events, visual representation or arguments ii. uses information to a limited extent in order to justify an opinion	What you should focus on: <ul style="list-style-type: none">Using the information/research write a paragraph explaining how future generations can sustain this biome and why that is important. I, ii Your paragraph provides a very limited analysis of issues linked to the task and SOI.
3–4	The student: i. Identifies some of the main points of ideas, events, visual representation or arguments ii. Uses some information in order to justify an opinion	<ul style="list-style-type: none">Using the information/research write a paragraph explaining how future generations can sustain this biome and why that is important. I,ii Your paragraph provides some analysis of issues linked to the task and SOI.
5–6	The student: i. Mostly identifies the main points of ideas, events, visual representation or arguments ii. Mostly uses information in order to justify an opinion	What you should focus on: <ul style="list-style-type: none">Using the information/research write a paragraph explaining how future generations can sustain this biome and why that is important. I,ii Your paragraph provides a detailed analysis of issues linked to the task and SOI.

7-8	<p>The student:</p> <ol style="list-style-type: none">i. Thoroughly identifies the main points of ideas, events, visual representation or argumentsii. Thoroughly uses information in order to justify an opinion	<p>What you should focus on:</p> <ul style="list-style-type: none">• Using the information/research write a paragraph explaining how future generations can sustain this biome and why that is important. <p>i,ii Your paragraph provides a thorough analysis of issues linked to the task and SOI.</p>
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