

Candidate identifier	Building a sustainable driveway			
Criterion	A	B	C	TOTAL/MAXIMUM
Level awarded/maximum	5/8	5/8	5/8	15/24

Criterion A: Planning		<i>Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?</i>	Level by Strand
Strand i: state a learning goal for the project and explain how a personal interest led to that goal.		The student states their learning goal of finding a sustainable driveway option for their home. The student has provided details of their personal interest in this goal which include a family need and a curiosity about the environment. The student would have achieved a higher mark if they had explicitly given reasons or causes for the connection between their learning goal and their personal interest.	5
Strand ii: state an intended product and develop appropriate success criteria for the product.		The student states their product and provides multiple success criteria. Some criteria are appropriate because they have been informed by research (the cost of the driveway) or are justified by need (2 family cars). Other criteria cannot be classed as appropriate because they lack clarification or justification. The criteria lack detail. The student would have achieved a higher mark if they had been able to demonstrate why or how each of the criterion were appropriate to this product, and had enhanced the criteria with details.	5
Strand iii: present a clear, detailed plan for achieving the product and its associated success criteria.		The student presents a plan in a narrative form within the text of the report. The plan is relevant but some of the steps are just stated, and lack detail. The plan does not specifically address all of the product success criteria (for example, aesthetics), only some of them. The student would have achieved a higher mark in this markband if there had been more detail in the steps of their plan.	5
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	

Criterion B: Applying skills		<i>Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?</i>	Level by Strand
Strand i: explain how the ATL skill(s) was/were applied to help achieve their learning goal.		The student identifies research skills and communication skills as some that helped them achieve their learning goal. The student describes these skills with details, providing examples of their use (determining search terms for research and crafting an interview for communication skills).	6

Strand ii: explain how the ATL skill(s) was/were applied to help achieve their product.		The student identifies self-management skills as those that helped them achieve the project. The student outlines the skills that were applied (planning and self-organization) with some superficial examples (ensuring that tools were available), but does not go in to any detail on how these skills were applied.	4
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	

Criterion C: Reflecting		Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?	Level by Strand
Strand i: explain the impact of the project on themselves or their learning.		The student briefly describes the impact that the project has had on them in terms of a possible change of lifestyle (vegetarianism, shopping locally etc) and trying to extend the project in the future. This is brief and close to an outline, but includes enough detail for it to be considered a weak description.	5
Strand ii: evaluate the product based on the success criteria.		The evaluation of the product provided by the student includes all of the success criteria and provides examples for some of these criteria (the total cost of the driveway). In some instances the student just states the outcome of the criteria. A level 5 is awarded on balance.	5
Overall criterion level	5	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	