

Candidate identifier	Charging a phone through walking			
Criterion	A	B	C	TOTAL/MAXIMUM
Level awarded/maximum	6/8	8/8	6/8	20/24
Criterion A: Planning	Explanatory commentary: Referencing the task-specific clarification, what in this work characterizes it as limited, adequate, substantial, or excellent?			Level by Strand
Strand i: state a learning goal for the project and explain how a personal interest led to that goal.	<p>The learning goal is clearly stated at the very beginning. Arduino is indicated as an interest or passion and it is explained how it connects to the specific goal. Through a need of solving the problem with frequently having no battery on the phone, in combination with often walking, reasons are provided (required to fulfil the command term explain) for why the specific goal has been chosen.</p> <p>Personal interests leading to the learning goal are not well-defined, restricting reaching the full mark of 8.</p> <p>Note that the choice to include a global context perspective is not a requirement of the current personal project objectives. While it may be beneficial to make use of a global context to give a more distinct focus, it is not mandated and will not be of benefit in achieving against the assessment criteria.</p>			7
Strand ii: state an intended product and develop appropriate success criteria for the product.	<p>The product is stated, even if described in terms of which components it consists of.</p> <p>Multiple criteria are presented. It is unclear if the first criterion (knowledge) is in fact a criterion for the product itself, or if it is part of the success criteria for the product. It is not indicated why or how these criteria are appropriate to the intended product (required for level 5–8), except implicitly by a general mention that some research had been done to see how others made similar projects. Most criteria have very little detail (required for level 7–8).</p> <p>Best-fit approach was used considering the appropriacy of the criteria was vague and implicit; very few criteria were detailed (except knowledge, which can be questioned as a product criterion).</p>			5
Strand iii: present a clear, detailed plan for achieving the product and its associated success criteria.	<p>The plan presented is entirely focused on achieving the product and all success criteria are explicitly linked in the plan. However, there is a lack of detail for most steps. For example, “making the actual product” is a crucial step but has no further details.</p> <p>Best-fit approach was used considering that all criteria were included in the plan, yet at the same time there was a lack of detail.</p>			6
Overall criterion level	6	<p>What aspects of the work made it difficult to arrive at a level? How did you compensate in ‘best fit’?</p> <p>n/a</p>		

Criterion B: Applying skills		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 how the ATL skill(s) was/were applied to help achieve their learning goal.		A description of how research was used to achieve the learning goal is presented, and on page 7 reasons are provided for why research, as described, helped achieve the learning goal. Several reasons were explicitly provided, qualifying this account as an explanation. Three pieces of evidence were provided to support the claims made.	8
Strand ii: explain how the ATL skill(s) was/were applied to help achieve their product.		The account addressing Bii is mainly a detailed description. There is an implicit reason as to why this ATL helped in achieving the product, making this an explanation, although weak. Two pieces of evidence were provided supporting the claims made.	7
Overall criterion level	8	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.		Although the first paragraph describes some experiences from the project, it is not clear what the specific impact is that is being described. At the end, perseverance is mentioned. The second paragraph is also descriptive, but does not clearly point out a specific impact. The practical and theoretical knowledge gained is addressed, and these impacts are understood to have been described.	6
Strand ii: evaluate the product based on the success criteria.		All success criteria are addressed. However, not all are fully evaluated (making an appraisal by weighing up strengths and limitations). Some are described rather than evaluated (design) and some present data rather than evaluating (cost). There are examples supporting what is being said about each criterion, but for some, it is limited. Best-fit approach is used to decide achievement level considering evaluation was very weak (required for level 5–8), often purely descriptive, and all criteria were addressed (required for level 7–8).	6
Overall criterion level	6	What aspects of the work made it difficult to arrive at a level? How did you compensate in 'best fit'? n/a	