Criterion A: The issue in context

This criterion assesses the student's knowledge and understanding of the issue as well as the ability to analyse diverse perspectives on the issue. Also, this criterion assesses the student's ability to contextualize the issue, which could be in terms of, for example, education, technology, politics, economics, the environment or the workplace.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The central issue is identified and the student shows an awareness of the context(s) of the issue, though this may be largely implicit. Overall, the project demonstrates basic knowledge and understanding of the issue, but may be dominated by one view.
2	The central issue is analysed from more than one perspective, though coverage may be uneven. Overall, the work demonstrates sound knowledge and understanding of the issue and its context(s).
3	The central issue is analysed from different perspectives and evaluated in a balanced way. Overall, the work demonstrates good knowledge and understanding of the issue with a clear sense of scope and context(s).

Criterion B: Community awareness

This criterion assesses the student's awareness and understanding of the impact of the issue on the community. The community could be local or global.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	There is evidence of engagement with the community that shows an awareness of the relevance of the issue chosen to community members, though this may not always be well integrated into the overall inquiry.
2	The engagement with the community is relevant and sustained, showing an understanding of the impact of the issue on community members and supporting points made in the inquiry.
3	The engagement with the community supports an analysis of the impact of the issue on community members and forms an integral part of the inquiry.

Criterion C: The ethical dimension of the issue

This criterion assesses the student's ability to explore the ethical dimension of the issue using a balanced approach.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The ethical dimension of the issue is identified and some of the implications explored, though this may be largely implicit. Different viewpoints are included though the presentation may be unbalanced.
2	The ethical dimension is explored explicitly, showing an understanding of the pros and cons of different viewpoints.
3	The ethical dimension of the issue is evaluated, showing an ability to justify the validity of both sides of the dilemma and balance them when drawing conclusions.

Criterion D: Cultural awareness

This criterion assesses the student's awareness of cultural influences on the ethical dimension of the issue.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Some awareness of how cultural perspectives can influence the ethical dimension of the issue is demonstrated, though this may be largely implicit.
2	Understanding of how cultural perspectives can influence the ethical dimension of issue is demonstrated and supported, where appropriate, with relevant examples.
3	Analysis of how cultural perspectives can influence the ethical dimension of the issue is developed and integrated into the ideas presented.

Criterion E: Reasoning

This criterion assesses the student's reasoning processes, ability to evaluate material and ability to think logically.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	A basic argument is presented, but may not always be sustained, providing straightforward conclusions.
2	The argument is clear and reasoned with a consistent viewpoint maintained throughout. Where appropriate, the student is beginning to use deductive and inductive reasoning and demonstrates understanding of cause and effect. Conclusions made are logical and draw on the arguments and evidence presented.
3	The argument presents a clear and convincing evaluation of the issue, where appropriate using deductive and inductive reasoning to develop ideas and support conclusions. Conclusions made are logical, perceptive and concise.

Criterion F: Supporting evidence

This criterion assesses the student's ability to collect and use relevant information from a variety of sources.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Supporting evidence from different sources is provided, but may not always be relevant. The evidence is used to support arguments, though its provenance or bias may not always be taken into account.
2	A range of relevant evidence presenting different viewpoints is provided to contribute to an analysis of the issue. The student is able to distinguish fact from opinion and take account of value judgments and bias when using sources.
3	A wide range of evidence from sources providing contrasting views of the issue is provided and the views presented critically examined. The evidence forms an integral part of an in-depth analysis of the issue.

Criterion G: Student voice

This criterion assesses the student's ability to express a personal view on the issue using a range of relevant evidence.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The student is able to express a personal view of the issue, but this may not be developed.
2	The student is able to develop a personal view clearly, drawing on relevant evidence to support their position.
3	The student is able to express a precise, considered and, where appropriate, persuasive point of view drawing on a range of evidence to justify their position.

Criterion H: Reflection

This criterion assesses the student's ability to reflect on the insights gained through exploration of the issue.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Reflective statements relevant to the issue are included, but may not be developed.
2	Reflective statements begin to show the ability to recognize and explain insights gained through exploring the issue.
3	Reflective statements show the ability to analyse and evaluate insights gained through exploring the issue.

Criterion I: Communication

This criterion assesses the effectiveness of the language used in the project and the ability to communicate important terms, concepts, ideas and their application.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	Language chosen is generally clear and rarely interferes with meaning. The student is able to use key terms, concepts and ideas, but these may not always be fully explained and there may be some evidence of misunderstanding.
2	Language chosen is appropriate and conveys meaning clearly. The student is able to explain key terms, concepts and ideas adequately.
3	Language chosen is clear and concise, supporting and developing meaning. The student explains key terms, concepts and ideas clearly and precisely and shows understanding through their application.

Criterion J: Presentation

This criterion assesses the ability to organize the project in terms of coherence and structure. Documentation style is also assessed.

Achievement level	Descriptor
0	The student has not met the requirements of the level 1 markband.
1	The project has a straightforward structure with sections organized by grouping together similar material, though the transitions between them may be awkward. References, citations and a bibliography are included, though these may be inconsistent and incomplete.
2	The project has a clear structure with sections connected to and leading on from each other. References, citations and a bibliography are included, though there may be the occasional inconsistencies and omissions.
3	The project is organized to give clarity and cohesion to the ideas presented, with sections linking to present a coherent and convincing whole. References, citations and a bibliography are included, with errors or omissions occurring only rarely.