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| **Achievement Standard** | **A** | **B** | **C** | **D** | **E** |
| **Development of different kinds of questions to frame an historical inquiry.** | Thorough development of questions to frame a historical inquiry. | Satisfactory development of questions to frame a historical inquiry. | Some development of questions to frame a historical inquiry. | Limited development of questions to frame a historical inquiry. | No development of questions to frame a historical inquiry. |
| **Evaluation and enhancement of these questions** | Thorough evaluation and enhancement of questions to guide an investigation. | Satisfactory evaluation and enhancement of questions to guide an investigation. | Some evaluation and enhancement these questions to guide an investigation. | Limited evaluation and/ or enhancement of questions to guide an investigation. | No evaluation and/or enhancement of questions to guide an investigation. |
| **Interpretation, processing, analysing and organising information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.** | Thorough interpretation, processing, analysing and organising information from a range of primary and secondary sources. | Satisfactory interpretation, processing, analysing and organising information from an appropriate range of primary and secondary sources. | Some interpretation, processing, analysing and organising information from a range of primary and secondary sources. | Limited interpretation, processing, analysing and organising information from at least one primary and/ or secondary sources. | No interpretation, processing, analysing and organising information from any primary or secondary source. |
| Thorough use of them as evidence to answer inquiry questions.  Accurate referencing of sources. | Satisfactory use of them as evidence to answer inquiry questions.  Mostly accurate referencing of sources. | Some use of evidence to answer inquiry questions.  Some sources accurately referenced. | Limited use of it as evidence to answer inquiry questions.  No referencing of sources. | No use of evidence to answer inquiry questions.  No referencing of sources. |
| **Effective presentation of research.** | Highly effective and engaging presentation appropriate for the audience. | Effective presentation appropriate for the audience. | Little effort evident in presentation | Research is poorly presented. | No presentation. |