|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **A** | **B** | **C** | **D** | **E** |
| **Individual Mark (80%)** | | | | | |
| **Knowledge and Understanding** | Presentation demonstrates **extensive** knowledge relating to effect of water quality and decision making on the sustainability of the reef. | Presentation demonstrates **informed** knowledge relating to effect of water quality and decision making on the sustainability of the reef. | Presentation demonstrates **adequate** knowledge relating to effect of water quality and decision making on the sustainability of the reef. | Presentation demonstrates **variable** knowledge relating to effect of water quality and decision making on the sustainability of the reef. | Presentation demonstrates **unclear** knowledge relating to effect of water quality and decision making on the sustainability of the reef. |
| **Investigating the Topic and Ability to Justify Conclusions** | Student’s presentation and planning demonstrates an **exceptional** ability to draw well-reasoned conclusions from sources. | Student’s presentation and planning demonstrates an **informed** ability to draw reasoned conclusions from sources. | Student’s presentation and planning demonstrates a **satisfactory** ability to draw reasoned conclusions from sources. | Student’s presentation and planning demonstrates a **developing** ability to draw reasoned conclusions from sources. | Student’s presentation and planning identifies **vague or incomplete** conclusions obtained from sources. |
| **Presentation and Communication Skills** | **Clear and accurate** communication of group plan to class audience. Students are confident, engaging and persuasive.   Communication is enhanced by an **effective** Powerpoint presentation | **Coherent and accurate** communication of group plan to class audience. Students are confident, engaging and mostly persuasive.  Communication is supplemented by a **suitable** Powerpoint presentation | **Sound** communication of group plan to class audience. Students are mostly confident, engaging or persuasive.   Communication is  supported by a **satisfactory** Powerpoint presentation | **Disjointed** communication of group plan to class audience.     Communication is disadvantaged by Powerpoint presentation | **Unclear** communication of group plan to class audience.     Communication is let down by a **cursory**  Powerpoint presentation |
| **Reflection** | **Perceptive**, **critical** **and honest** reflection on group work, effectiveness of plan, impacts on stakeholders and own learning | **Informed and honest** reflection on group work, effectiveness of plan, impacts on stakeholders and own learning | **Relevant** **and mostly honest** reflection on group work, effectiveness of plan, impacts on stakeholders and own learning | **Superficial** reflection on group work, effectiveness of plan, impacts on stakeholders and own learning | **Cursory** reflection on group work, effectiveness of plan, impacts on stakeholders  and own learning |
| **Group Mark (20%)** | | | | | |
| **Participation** | Students work co-operatively  together to propose **unique and effective** plans/actions to help solve the reef's issue of declining water quality. | Students work co-operatively  together to propose **useful** plans/actions to help solve the reef's issue of declining water quality. | Students work together to propose **appropriate** plans/actions to help solve the reef's issue of declining water quality. | Students **lack co-operation** and propose **ineffective** plans/actions to help solve the reef's issue of declining water quality. | Students **neglect** **to work co-operatively to develop** plans/actions to help solve the reef's issue of declining water quality. |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
Group members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_