

Structure all sections carefully to avoid repetition. The word limit does not allow for much overlap. Use words wisely.

How to achieve the highest levels in criterion A:

- The **goal** must be very clearly stated. This is best done in its own paragraph, not hidden in the middle of one. You can talk about the evolution of your goal but make sure that the person reading your report is not hunting around trying to find the actual goal.
- “**Define**” means to give the precise meaning of something so make sure the goal contains clarifying statements if anything is unclear.
- Explain why this project is ‘**highly challenging**’ for you.
- Explain **why you chose this project**. Where does your personal interest come from? Why is it important to you?
- Talk about the **global context** in this part of your report. How does it guide your research and investigation in a meaningful way? Why did you choose to focus your report this way?
- You need to be very detailed and specific about **what you already know** about every aspect of your proposed goal. Give examples to help. It needs to be clear that your idea stems from personal interest, but also that there is some room for growth in terms of your understanding of the topic.
- In order to demonstrate **research skills** you need to:
 - have a complete **bibliography** that shows you have used a wide variety of sources
 - have **in-text references** where appropriate
 - write a detailed **evaluation** of some of the sources you used (for example in OPVL format)

How to achieve the highest levels in criterion B:

- The **criteria** will be used to **self-assess** the extent to which you achieved your goal later in the project. They should therefore reflect all the elements of the goal. It is best to take some advice from a **real-life expert** to decide what an ‘excellent’ outcome or product should be.
- The criteria can be written in list form, or better still as a **rubric**.
- If the project has more than 1 aspect to the goal (for example to learn something and then to perform), there may be separate criteria for the parts.
- The **plan** should have been devised **at the start** of the process and should include information about any **changes** that were necessary along the way, with reasoning. This can then also be used as evidence of your self-management skills in a few sentences in the body of your report, or included as an extract in the appendices.
- You can achieve a high level for your **self-management skills** by reflecting honestly on your ability to manage yourself – not just by meeting all the deadlines. It does not matter if your plan changes – the important thing is to reflect concisely on why it changed and **how you used your self-management skills to adjust your planning**.

How to achieve the highest levels in criterion C:

- You must put evidence of your product or outcome in your report (or appendices).
- You do not need to write a detailed assessment of its quality against your assessment criteria yet – that is in the next section. But you might want to make a statement about your overall feeling in relation to its quality. Are you please with how it turned out? What might you do differently if you did it again?
- Evaluate your thinking skills directly – write a few paragraphs giving examples of when you demonstrated excellent thinking skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).

- Evaluate your communication and social skills directly - write a few paragraphs giving examples of when you demonstrated excellent communication and social skills. Put additional evidence in the appendices if necessary (but refer to it in the body of the report).

How to achieve the highest levels in criterion D:

- Use your own assessment criteria (rubric) and be honest about the extent to which you achieved each of the strands. Give a detailed explanation of each and reflect honestly on your product. This criterion measures your ability to **EVALUATE** in an unbiased manner—not *justify* the grade you would like to score.
- Include evidence from others about the quality of your product/outcome if you can. Did you do a survey or a test to find out what people thought?
- Reflect back on your previous knowledge and describe and explain how your knowledge and understanding of the topic you researched has deepened. What did you think then and what do you think now. Why has it changed?
- Reflect on the global context. To what extent do you have a deeper appreciation of it now? How did it shape your project?
- Reflect on your personal development. What have you learnt about yourself?
- It is VITAL that you give specific examples and evidence where possible to back up or demonstrate points that you are making.
- Make this section detailed, thoughtful, reflective and specific –without getting flowery.
- Use the appendices to show specific evidence.
- Refer to the appendices in the body of the report.