

**EDUC1706 Introduction to role of science and technology education in society Assessment Task 2: Scientific Argument – Infographic and Essay**

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Due Date: \_\_\_\_\_

Marking Criteria	7	6	5	4	3	2	1
	Evidence of exceptional achievement	Evidence of advanced achievement	Evidence of proficient achievement	Evidence of functional achievement	Evidence of developing achievement	Minimal evidence of achievement	Absence of evidence of achievement
<b>Quality of scientific explanations about contemporary science issues.</b>	Demonstrates deep knowledge and critical, nuanced understanding of science concepts and their relationships to contemporary issues with proper vocabulary use.	Demonstrates advanced knowledge and discerning understanding of science concepts and their relationships to contemporary issues with proper vocabulary use.	Demonstrates proficient knowledge and understanding of science concepts with proper use of vocabulary.	Demonstrates functional knowledge and understanding of science concepts and vocabulary and their relationships to contemporary issues.	Demonstrates developing knowledge and understanding of science concepts and vocabulary.	Demonstrates minimal knowledge and understanding of science vocabulary.	Written responses were provided with little connection to relevant content.
<b>Quality of visual representation (Infographic)</b>	The data visualisation formats make the data presented easy to understand. Accurate information is organised with clarity and conciseness.	The data visualisation formats showcase the data. Accurate information is organised to provide clear understanding.	The data visualisation formats chosen illustrate the data. Appropriate information is organised logically.	The data visualisation formats chosen show data but may make it difficult to understand. Relevant information is organised.	The data visualisation formats chosen provide simplistic representations. Information has been provided.	A data visualisation format has been provided. There is some information.	Data visualisation formats are missing. Information is incorrect or confusing

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	Evidence of exceptional achievement	Evidence of advanced achievement	Evidence of proficient achievement	Evidence of functional achievement	Evidence of developing achievement	Minimal evidence of achievement	Absence of evidence of achievement
<b>Quality of argument demonstrating scientific literacy (Essay)</b>	The claim is clear, arguable and well-developed with a definitive statement of position and supported with logical reasoning and relevant evidence, presented in a compelling progression of ideas, demonstrating a deep understanding of the topic. The refutation paragraph acknowledges the opposing or alternate view, summarising their main points	The claim is clear, arguable and well-developed with a statement of position and supported with relevant evidence, presented in a convincing progression of ideas, demonstrating a deep understanding of the topic. The refutation paragraph acknowledges the opposing or alternate view, identifying their main points.	The claim is clear and arguable with a statement of position supported with relevant evidence demonstrating understanding of the topic. The refutation paragraph identifies a possible opposing or alternate view.	The claim is a clear and arguable statement of position supported by minimal evidence demonstrating an understanding of the topic. The refutation paragraph accepts the opposing or alternate view.	The claim is clear and makes a statement of position, but is poorly supported. The refutation paragraph contains irrelevant material.	The claim is vague or not a supportable position with little supporting evidence. There is no acknowledgement of an opposing or different view.	The claim is not evident. The development of the argument is illogical, presented only as a series of unsupported statements.
<b>Quality of communication skills (written and visual) for a critical reflection and adherence to suitable text structures and linguistic features. This includes academic referencing.</b>	Expression is sophisticated, incisive and persuasive. Controls and effectively exploits language, organisation and conventions associated with critical reflection. Few errors in APA style, structure or writing mechanics detected.	Expression is clear, concise and convincing. Controls and effectively uses language, organisation and conventions associated with critical reflection. Minor errors in APA style, structure or writing mechanics detected.	Expression is mostly clear, fluent and organised, with some issues that detract from meaning. For the most part, controls language and conventions associated with reflection. Some errors in APA style, structure or writing mechanics.	Expression is functional and includes reflective language; writing is coherent, although there are inconsistencies in structure or writing mechanics that detract from meaning. Numerous errors in APA style.	Expression lacks clarity and/or has frequent errors. Demonstrates uneven control of language and conventions associated with reflection. Lack of attention to APA style.	Expression is confusing and/or submission incomplete. Regular errors in writing mechanics.	Expression fails to communicate ideas and/or submission is substantially incomplete.