**“What is Gold?” Marking Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **2** | **1.5** | **1** | **0.5** | **0** |
| **Content** | All facts in the mind-map are accurate and thoroughly researched. | Sufficient amount of information with at least 75% of facts in the mind-map accurate. | At least 50% of the facts in the mind-map are accurate and somewhat researched. | Poor amount of information with at least 25% of facts in the mind-map accurate. | Facts are irrelevant in the mind-map with falsified research. |
| **Spelling and Grammar** |  |  | The mind-map has no incorrect spellings or grammatical errors. | The mind-map has 1-2 incorrectly spelt words or grammatical errors. | The mind-map has several incorrect spellings or grammatical errors. |
| **Collaboration** |  |  | Worked well with partner for the entire mind-map. Resolved any issues quickly without teacher’s intervention/assistance. | Worked well with partner but had minor disagreements and needed teacher’s intervention/assistance. | Did not work well with partner. Argued with teacher about partner assignment. Did not resolve disagreements without teacher’s intervention/assistance. |

**“When and Where Was Gold First Discovered?” Marking Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **2** | **1.5** | **1** | **0.5** | **0** |
| **Content** | All facts in the timeline are accurate and thoroughly researched. | Sufficient amount of information with at least 75% of facts in the timeline accurate. | At least 50% of the facts in the timeline are accurate and somewhat researched. | Poor amount of information with at least 25% of facts in the timeline accurate. | Facts are irrelevant in the timeline with falsified research. |
| **Sequencing of Information (Mathematical Component)** | Accurate scaling and information in correct chronological order. | Predominate accurate scaling in correct chronological order. | Somewhat accurate scaling and information presented in somewhat of an incorrect chronological order. | Scaling inaccurate and a majority of the information presented in incorrect chronological order. | Scaling inaccurate and information presented in incorrect chronological order. |
| **Spelling and Grammar** |  |  | The timeline has no incorrect spellings or grammatical errors. | The timeline has 1-2 incorrectly spelt words or grammatical errors. | The timeline has several incorrect spellings or grammatical errors. |
| **Collaboration** |  |  | Worked well with partner for the entire timeline. Resolved any issues quickly without teacher’s intervention/assistance. | Worked well with partner but had minor disagreements and needed teacher’s intervention/assistance. | Did not work well with partner. Argued with teacher about partner assignment. Did not resolve disagreements without teacher’s intervention/assistance. |

**“Influence of Gold on Australia Identity and Heritage” Marking Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **3** | **2** | **1** | **0** |
| **Content** | Shows a full understanding of the topic. All content is accurate. | Shows a good understanding of the topic. There are 1-2 inaccurate statements. | Shows a good understanding of parts of the topic. There are 3-4 inaccurate statements. | Demonstrates a lack of understanding of the topic. There are 5 or more inaccurate statements. |
| **Justification** |  | Identifies and collects suitable and relevant information to form an accurate judgement/opinion. | Identifies and collects limited suitable and relevant information to form a limited judgement/opinion. | Demonstrates lack of research to form an accurate judgement/opinion. |
| **Knowledge Gained** |  | Student can accurately form a justified judgement/opinion. | Student can somewhat accurately form a justified judgement/opinion. | Student appears to have insufficient knowledge about the topic. |
| **Spelling and Grammar** |  |  | The judgement/opinion has no incorrect spellings or grammatical errors. | The judgement/opinion has several incorrect spellings or grammatical errors. |

**“Edward Hammond Hargraves and the Gold Rush” Marking Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **3** | **2** | **1** | **0** |
| **Content** | All content throughout the activity is accurate. There are no factual errors. | All content throughout the activity is accurate. There are some factual errors. | Some content throughout the activity is accurate. There are some factual errors. | All content throughout the activity is inaccurate. There are several factual errors. |
| **Organisation** | Information is organised in a clear, logical way. Information is accurately sequenced. | Most information is organised in a clear, logical way. Information is accurately sequenced. | Some information is organised in a clear, logical way. Majority of the information is inaccurately sequenced. | No clear plan for organisation of information. Information is inaccurately sequenced. |
| **Creativity** |  | Demonstrates creative and innovative ideas that are strongly developed. | Demonstrates some creativity with some developed ideas. | Demonstrates little creativity with few ideas developed. |
| **Sentence Structure** |  |  | Sentences are complete and well structured. | Sentences are incomplete and poorly structured. |
| **Collaboration** |  |  | Worked well with partner for the activity. Resolved any issues quickly without teacher’s intervention/assistance. | Did not work well with partner. Argued with teacher about partner assignment. Did not resolve disagreements without teacher’s intervention/assistance. |

**“Life on the Goldfields” Marking Criteria**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** | **0** |
| **Content** | All content throughout the literary recount is accurate. There are no factual errors. | Sufficient amount of information with at least 75% of facts in the literary recount accurate. | At least 50% of the facts in the timeline are accurate and somewhat researched. | Poor amount of information with at least 25% of facts in the literary recount accurate. | Facts are irrelevant in the literary recount with falsified research. |
| **Literary Recount** |  | All components of a literary recount are addressed. Student demonstrates a thorough understanding of the social purpose. | Some components of a literary recount are addressed. Student demonstrates a sound understanding of the social purpose. | Some components of a literary recount are addressed. Student demonstrates a basic understanding of the social purpose. | Most components of a literary recount are not addressed. Student demonstrates a limited understanding of the social purpose. |
| **Organisation** |  | Information is organised in a clear, logical way. Information is accurately sequenced. | Most information is organised in a clear, logical way. Information is accurately sequenced. | Some information is organised in a clear, logical way. Majority of the information is inaccurately sequenced. | No clear plan for organisation of information. Information is inaccurately sequenced. |
| **Sentences and Paragraphs** |  |  | Sentence structure is grammatically correct for literary recount. Paragraph structure is well-constructed. | Sentence structure is somewhat grammatically correct for literary recount. Paragraph structure is somewhat well-constructed. | Sentence and paragraph structure are poor. |
| **Creativity** |  |  | Demonstrates creative and innovative ideas that are strongly developed. | Demonstrates some creativity with some developed ideas. | Demonstrates little creativity with few ideas developed. |

**“Glogster” Marking Criteria**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CATEGORY** | **4** | **3** | **2** | **1** |
| **Required Elements** | The “Glogster” includes all required elements as well as additional information. | All required elements are included on the “Glogster”. | All but 1 of the required elements are included on the “Glogster”. | Several required elements were missing. |
| **Knowledge Gained** | Students can accurately answer all questions related to facts on the “Glogster”. | Students can accurately answer most questions related to facts on the “Glogster”. | Students can accurately answer about 75% of questions related to facts on the “Glogster”. | Students appear to have insufficient knowledge about the facts on the “Glogster”. |
| **Collaboration** |  | Worked well with partner for the entire “Glogster”. Resolved any issues quickly without teacher’s intervention/assistance. | Worked well with partner but had minor disagreements and needed teacher’s intervention/assistance. | Did not work well with partner. Argued with teacher about partner assignment. Did not resolve disagreements without teacher’s intervention/assistance. |
| **Creativity/Attractiveness** |  |  | The “Glogster” is attractive in terms of design, layout and neatness. | The “Glogster” is distractingly messy or very poorly designed. It is not attractive. |

**Teacher Overall Rubric**

**Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student partner name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Activity** | **Mark** | **Teacher Comment** |
| 1. **What is Gold?** | **/4** |  |
| 1. **When and where was Gold discovered?** | **/6** |  |
| 1. **Influence of Gold on Australia identity and heritage.** | **/8** |  |
| 1. **Edward Hammond Hargraves and the Gold Rush.** | **/10** |  |
| 1. **Life on the Goldfields.** | **/14** |  |
| 1. **Glogster Page** | **/13** |  |
|  | **Overall Mark:**  **/55** | **Teacher overall comment:** |