

Portfolio Marking Guidelines AIF

| | E1- Exploring ideas related to an area of interest | E2 – Selecting and applying strategies | E3 – Selecting and Using Perspectives | PA1 – Seeking and responding to feedback |
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| A | <p>Key characteristics: Student is making nuanced and informed decisions to progress the learning. Choices are justified and their implications on the learning discussed. Students may (not essential) often discuss alternative options and outline why these were not utilised.</p> | <p>At the A standard for E2 students must demonstrate evidence that they “develop, test, and/or adapt strategies, considering their implications on the learning.” Ongoing consideration of how the various strategies contribute to the learning (both benefits and limitations) is incorporated. What differentiates this sample from a B (E2 – “Selects strategies and adjusts them for purpose to progress the learning”) is the student led development, testing and/or adapting of the various strategies utilised. The student needs to clearly take agency for their learning in a detailed and well-considered manner.</p> | <p>“Selects and synthesizes relevant perspectives to progress the learning” Throughout the sample there should be evidence of the student selecting a range of targeted sources and considering different perspectives to identify the ideas that will best progress their learning and enable them to develop their output of learning. The student should show deliberate selection of relevant perspectives (e.g.from articles, feedback etc) that align with their learning goal, showing discernment and strategic decision-making in the next steps of their learning. There should be evidence of synthesis from these perspectives. The student should demonstrate thoughtful planning that incorporates different perspectives to handle the complexities of their topic. The student takes steps to improve or modify the learning after gathering and synthesising a range of external perspectives.</p> | <p>“Seeks targeted feedback and makes discerning responses to progress the learning” We should see evidence of the student seeking targeted and specific feedback from several sources and the different ways that the student makes discerning responses to this targeted feedback, with explanation of how the application of this feedback helped to progress the learning.</p> |
| B | <p>“Purposefully explores a range of ideas and connects them to progress the learning” There should be evidence of the student initially exploring generally, then after identifying key areas that could significantly support their learning and skill development, focusing in on exploring and building upon those key areas.</p> | <p>Students must demonstrate evidence that they have “select[ed] strategies and adjust[ed] them for purpose to progress the learning.” Through the strategies there should be clear evidence of reflection and adjustment to strategies to help progress the learning. What differentiates a B from a C (E2 – “Selects and applies strategies to complete tasks and/or goals”) is the student has clearly adjusted their strategies to achieve their purpose and progress their learning, rather than simply 'applying' them. The differentiation from an A (E2 – “Develops, tests and/or adapts strategies, considering their implications on the learning”) is often when there is limited evidence of development and testing. While the student may reflect on their learning, the 'implications' on the learning is not evidenced.</p> | <p>“Selects and uses relevant perspectives to progress the learning” Students are selecting a range of sources and perspectives to progress the learning - they have shown judgement to select relevant sources and used them to progress the learning.</p> | <p>“seeks relevant feedback and makes appropriate responses to progress the learning” We should see evidence that the student has sought relevant feedback from people with expertise in the skillset they are focusing on and that the student has made appropriate responses by either acting on or reflecting on the feedback provided.</p> |
| C | <p>“Explores and builds on ideas related to an area of interest” We should see evidence of the student exploring the topic, and using what they learn to build Understanding, as well as the next steps they can take to explore further.</p> | <p>At the C standard for E2 students must demonstrate evidence that they have “select[ed] and applie[d] strategies to complete tasks and/or goals.” What differentiates from a D (E2 – “Uses a strategy to complete a task”) is that the student should have clearly ‘selected and used strategies’ towards a clear goal. The sample can also be differentiated from a B (E2 – “Selects strategies and adjusts them for purpose to progress the learning”) when a student tends to rely on the familiar D1 for he says an appraisal but I didn’t quite get that but it’s on my list when they are created. I haven’t because I created it when I handed it up but now I’ve got it next time I’ll definitely put it on the student portal and make a look at it We’re very transparent that we’re happy to. We share everything with the students and yeah academic articles I was like it didn’t feel very high but as soon as I got into the mall, the student driven side of things considering the implications of their RMIT in Melbourne and now has his own business advising for culture and I’m just like okay maybe a good choice they are mentioned with the academic improvement is gonna be my first year Smith I teach specialise in geography in history and my year 12 geography class that year and the one topic because it used to be the 11 topics that they had to choose from for the Phil studies and the one I always hated was soils it was just like you know it wasn’t me. I was always an</p> | <p>“Includes perspectives to progress the learning” The student should show they have accessed a range of different sources to gather ideas and perspectives on the topic and considering how these perspectives progressed their learning and could be utilized in or support their output of learning. The differing perspectives may be from direct feedback or from indirect sources utilised during the learning.</p> | <p>“Seeks and responds to feedback to progress the learning” The students show evidence that they have sought feedback (but the sources may not be from those with specialised interest in the topic) and indicates how they have used the feedback to progress the learning. The student clearly outlines the usefulness of the because there is that connection going. I took this away from the feedback and did this in my final desire. That connection is a good thing but there’s just not much of it does the amount of it keep it in that I think for the moderation purpose this would be one of those ones where they gave it to D.</p> |

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| | | economic human geographer and soils were not my jam of course one student pops up and he's like I want to so really bad literacy. Tons of drafting got him through. He then went on to do a PhD in soil strategies and demonstrates little evidence of adjustment and reflection on the strategies themselves and to what extent they progress the learning – they are simply used and evidenced. | | |
| D | Folio is a collection of information but the information is not discussed or meaning extracted from it. | At least one strategy is utilised to complete a part of the learning journey. | Some evidence that the student has identified perspectives related to their topic AND recognises the value of the perspectives. | <p>“Seeks and/or provides a response to feedback”</p> <p>The student should show evidence they sought and included feedback and provides a basic response acknowledging its usefulness.</p> <p>What differentiates this sample from a E standard is the way the student has sought the feedback for a purpose. It can be differentiated from a C standard response as there is no real indication on how the feedback helped to progress the learning.</p> |
| E | A topic is outlined | Has outlined at least one learning strategy | Student has identified perspectives related to the topic. | Student has some feedback. |