

**Assessment**

Criterion	A	B	C	D	E	F	G
Level achieved	[X]	3	3	4	4	3	3

**Criterion A: Use process journal**

Maximum: 4

Extracts from the student's process journal were not available. However, the level awarded would be based on excerpts showing evidence of the three strands for this criterion.

**Criterion B: Define the goal**

Maximum: 4

Achievement level	Level descriptor
3	The student: <ul style="list-style-type: none"> <li>describes clearly the topic of interest, the focus area of interaction and an <b>achievable</b> and <b>appropriately challenging</b> goal</li> <li>creates <b>satisfactory</b> specifications for evaluating the project's outcome/product.</li> </ul>

This work achieved level 3 because the student:

- clearly justifies a topic of interest, a focus area of interaction and an achievable and appropriately challenging goal: he states he wanted to do something on Sri Lanka, and with the humanities, and mentions he had visited a Vedda exhibition in the past. He also links their status to his own as an ethnic minority, and how he "recognized that this group of people was fast disappearing along with their longstanding traditions and their heritage" (page 3)
- justifies the area of interaction as "Community and service, as I want to create a social awareness of how we live in relation to tribal peoples ... I wanted to explore how I can contribute to the community by raising understanding and awareness of an indigenous one; by doing this ultimately help in some small way to reverse the plight of the Vedda society" (page 3). He wishes to increase society's social awareness of the effects of modern culture in relation to tribal people's culture, to assist in developing an increase in community understanding of their needs
- clearly defines and justifies his goal, explaining why he chose a newspaper article specifically: "The goal of my project is to educate and sensitize the public on the delicate situation of the indigenous people of Sri Lanka, through a newspaper article. I decided on a newspaper article as I thought that this would be the ideal medium to deliver my message ..." (page 3)
- identifies the need for research and establishes satisfactory specifications to evaluate the product.

The work would have achieved a higher level if the student had:

- included more exploration of the area of interaction with regards to how the Vedda function as a community, and the tribe's interaction with other communities (awareness of what constitutes a community)
- further developed the specifications for evaluating the project's outcome/product. For example, in relation to the style and structure of his article, he could have given more detailed specifications, specifically for a newspaper article. He could also have defined more clearly the audience of the article and the tone of language for the article. His specification of "completely reversing" the situation of the Wanniyalatto is also not realistic or achievable.

It is important to note that, when students choose a goal with a component that includes raising awareness, it is imperative to be sure that the level of awareness can be measured or defined in some way and/or that feedback has been acquired.

## THE FOREST DWELLERS - ASSESSED

### Criterion C: Select sources

Maximum: 4

Achievement level	Level descriptor
3	The student: <ul style="list-style-type: none"><li>• selects a <b>satisfactory variety</b> of relevant sources to achieve the goal</li><li>• demonstrates <b>satisfactory</b> evaluation of the sources.</li></ul>

This work achieved level 3 because the student:

- has identified a variety of sources to achieve the goal. These include a website, personal interviews with an anthropologist, the support of his uncle, specific books and the Vedda community itself, all which he details in his section "Selection of sources"
- demonstrates satisfactory evaluation of the sources. He is clearly aware of the need to find current information from sources, as shown in his comment on the book by Robert Knox. He comments on the relevance and reliability of the anthropologist who he talks to.

The work would have achieved a higher level if the student had:

- taken the opportunity to weigh up the reliability of resources, for example, the "personal view" he gained during his visit to the Wanniyalatto community, which he talks about in the section "Application of information". He also misses opportunities to expand further on the journalist as a source, as well as the websites he uses to inform his writing of the article.

### Criterion D: Apply information

Maximum: 4

Achievement level	Level descriptor
4	The student demonstrates <b>well-developed</b> : <ul style="list-style-type: none"><li>• transfer and application of information to make decisions, create solutions and develop understandings in connection with the project's goal.</li></ul>

This work achieved level 4 because the student:

- demonstrates a wide-ranging analysis and reflection on the information he has collected; he demonstrates it has had an impact on his understandings of the situation of the Wanniyalatto community, for example, the reasons for the situation, essentially the Mahaweli Development Scheme, as well as the necessity of treating such communities with respect
- demonstrates that the book *The Vanishing Aborigines: Sri Lanka's Veddas in Transition* provided an appropriate connection with the project as the student questioned the meaning of the term, "assimilation". "The book enumerated both positive and negative aspects of the process", which then posed more issues for him to consider (page 4)
- demonstrates that he has developed understandings in relation to culture and intercultural understandings and the need to value cultural diversity
- is descriptive in reporting back the content of his interviews, and he refers to the importance of using his newspaper article to spread this message
- demonstrates that he has thought about the information he has collected from the journalist in relation to the style of the article. However, he doesn't expand on this or refer specifically to these details.

Although the work received a level 4, it would have been more complete if it had explored more thoroughly aspects of writing a newspaper article. This was affected by his research on this aspect, for example, he could have researched the style guides of publications and the requirements of different publications and in this way gained a stronger understanding of the rules and requirements for writing and publishing a newspaper article before writing the article.

## THE FOREST DWELLERS - ASSESSED

### Criterion E: Achieve the goal

Maximum: 4

Achievement level	Level descriptor
4	The student evaluates the quality of the outcome/product. The outcome/product is of <b>high</b> quality and meets <b>most or all</b> of the specifications.

This work achieved level 4 because the student:

- has completed the goal successfully. The newspaper article was of a high quality and was published in the local newspaper *The Nation on Sunday*. Even though the title of the article was changed, this did not distract from the overall quality of the article enabling the student to achieve his goal.

The second part of the goal—“to educate and sensitize the public”—is unable to be validated (please see “Criterion B: Define the goal” for further comments on this). Although the published article would assist in enlightening the general public’s attitude, there is no specific reference to this occurring. It would be reasonable to assume that there was an increase in knowledge because of his article.

### Criterion F: Reflect on learning

Maximum: 4

Achievement level	Level descriptor
3	The student demonstrates <b>satisfactory</b> : <ul style="list-style-type: none"><li>• reflection on how completing the project has extended his or her knowledge and understanding of the topic and focus area of interaction</li><li>• reflection on how he or she has developed as a learner by completing the project.</li></ul>

This work achieved level 3 because the student:

- extends his knowledge and understanding of the topic through his research. Much of this information he communicates in his section “Application of information”. For example, he states “the word Vedda, which is what I thought they were called at first, and what many people call them today, is a word with negative connotation meaning backward and primitive” (page 5). He asked the anthropologist about the Vedda people, rather than assume he knew what was best. He asks himself how he can help this tribe (page 6). He also reaches the conclusion of the “significance of indigenous people not only in Sri Lanka, but throughout the world and how can we make use of the traditional knowledge that they possess” (page 8)
- reflects on his own learning in relation to community and service: “I managed to create a social awareness about how we live in relation to tribal peoples and how our perspectives of them being primitive and backward have negative impacts on their community” (page 8). He learns through the process of using a translator that “they had their own separate traditions and culture” and a strong attachment to their environment (page 8).
- also realizes during the production phase that “time management was something that [he] really needed to improve on” (page 9) and reflects on how completing the project helped him with the development of his own learning, particularly in relation to his social skills. He acknowledges that he “should have tried to find a few sources that justified the government’s decision to ban entry into the forest” (page 9).

The work would have achieved a higher level if the student had:

- considered how his newspaper article may or may not have impacted community awareness beyond his own
- included some deeper reflection about the process of changing public opinion. The act of changing public opinion usually requires more than a newspaper article. The student mentioned that a campaign to raise awareness has different components but evidence of the understanding that deep social change takes time and perseverance seems to be missing.

## THE FOREST DWELLERS - ASSESSED

### Criterion G: Report the project

Maximum: 4

Achievement level	Level descriptor
3	<p>The student demonstrates:</p> <ul style="list-style-type: none"><li>• <b>satisfactory</b> organization of the project report according to the required structure</li><li>• communication, which is <b>generally</b> clear, coherent and concise and is within required limits</li><li>• <b>generally</b> accurate use of recognized conventions to acknowledge sources.</li></ul>

This work achieved level 3 because the student:

- reports the project according to the required structure
- communicates the project generally clearly, coherently and concisely, although it exceeds the required length. The appendices are well constructed and add to the validity of the project research
- demonstrates generally accurate use of recognized conventions to acknowledge sources.

The work would have achieved a higher level if the student had:

- met the required limit for the length of the report more closely
- acknowledged sources used within the report more consistently and clearly, particularly in the section "Application of information".