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| **Name:** **Grade: N A M E** | **Multistructural****√** | **Relational****√** | **Extended Abstract** |
| **Marker: AD, KT, ST** | N | NS | Fully | N | NS | Fully | N | NS | Fully |
| **posed a comparison investigative question**  |  |  |  |  |  |  |  |  |  |
| **selected and used appropriate displays** |  |  |  |  |  |  |  |  |  |
| **identified features in the data and related this to the context** |  |  |  |  |  |  |  |  |  |
| **finding an appropriate model****and using the model to make a forecast** |  |  |  |  |  |  |  |  |  |
| **communicated findings in a conclusion** |  |  |  |  |  |  |  |  |  |
| **Marker’s Judgement*****ACHIEVEMENT*** | **√** | *Investigate time series data* involves showing evidence of using each component of the statistical enquiry cycle. |
| **Marker’s Judgement*****MERIT*** | **√** | *Investigate time series data, with justification* involves linking components of the statistical enquiry cycle to the context, **and referring to evidence such as statistics, data values, trends, or features of visual displays in support of statements made.** |
| **Marker’s Judgement*****EXCELLENCE*** | **√** | *Investigate time series data, with statistical insight* **involves integrating statistical and contextual knowledge throughout the statistical enquiry cycle, and may include reflecting about the process; considering other relevant variables; evaluating the adequacy of any models; or showing a deeper understanding of models.** |