

# OEIRAS INTERNATIONAL SCHOOL

## MYP SUBJECTS - ASSESSMENT GUIDE 2017 - 2018

*Year Ten and Year Eleven*



## Contents Page

Purpose of this Guide.....	3
The MYP Curriculum .....	3
Criteria Summary.....	4
Criteria and Achievement Levels .....	5
Calculating a Grade.....	6
Glossary of command terms in the MYP.....	7
Arts – Visual & Performing Arts .....	17
Individuals and Societies.....	24
Interdisciplinary Unit .....	31
Language and Literature .....	35
Language Acquisition .....	43
Mathematics .....	67
Personal Project.....	74
Physical and Health Education .....	79
Science .....	85
Design .....	93
Grade Descriptors and Boundaries .....	101

## Purpose of this Guide

This guide is primarily designed to act as a point of reference for parents of students involved in the Middle Years Programme at Oeiras International School (OIS) in understanding the assessment principles and practices associated with the International Baccalaureate Middle Years Programme (MYP).

Teaching methodologies and assessment employed at OIS have evolved in recent years to reflect the International Baccalaureate Organisation (IBO) requirements and excellence in middle schooling.

The emphasis on assessment in the Middle Years is on utilizing assessment as a tool to objectively and constructively give students information on their performance against a set criteria peculiar to the task and/or subject. The levels of achievement in each criterion provide a means of monitoring the student against internationally recognized standards and provides students with a scaffold on which to further develop their skills.

## The MYP Curriculum

The MYP curriculum model is one based on a thorough involvement in each of the nine learning areas identified in the model below including the study of a second language.

The model is unique in that it encourages interdisciplinary interaction by means of the **Global Contexts** and identified **Key Concepts**. The Global Contexts (Identities and Relationships, Orientation in Space and Time, Personal and Cultural Expression, Scientific and Technical Innovation, Globalisation and Sustainability, Fairness and Development) form the basis for interdisciplinary teaching and give a special focus for the subjects throughout the MYP.

Students in the final year of the MYP (Year 11) complete a major self-directed project called the **Personal Project**, which is researched and developed in conjunction with a staff member acting as a supervisor. The Personal Project carries the same weight as a full subject. All students in the MYP also undertake an Interdisciplinary Unit which is assessed and reported on in the term two report.

## Criteria Summary

The MYP assessment criteria across subject groups can be summarized as follows.

Subject	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

## **Criteria and Achievement Levels**

Each of the nine learning areas detailed on the following pages have a four criteria specific to the subject, which form the basis of assessment in each subject. Each of these criteria has associated with it a level of achievement and associated descriptors by which the student's work is assessed.

Teachers will set tasks to address one or more criteria and will assess students against the pertinent criteria by matching the student's performance against the descriptor that best reflects the performance of that student.

Most criteria identify two levels against each descriptor to discriminate between higher and lower levels of attainment in each level.

The student's final grade is established by totaling the levels for each subject and applying the IB grade boundaries (page 101) This grade is then cross referenced with the general grade descriptor (page 101) to ensure it is an appropriate reflection of the student's achievement.

## Calculating a Grade

Each of the nine learning areas will formally assess your child throughout the year. The number of assessments will differ for each area. However, throughout the year each criterion listed on the following pages will be assessed at least twice.

Below is an example from Individuals and Societies.

Tasks Criterion	Criterion A (8)	Criterion B (8)	Criterion C (8)	Criterion D (8)
Project	8	8		4
Poster	7	7		
Leaflet	8	7	8	
Oral Presentation			7	5
Examination/Test			8	5
FINAL LEVEL	8	7	8	5

You will see above that the first assignment mentioned is a project. This particular project assessed only three criterion, A, B & D. You will also see that each of the four criterion were assessed 3 times throughout the year.

Once a final level for each criterion is established, they are added together

$$8 + 7 + 8 + 5$$

This equals a total of 28 out of a possible score of 32 for Individuals and Societies. Referring to the Grade boundaries on page 101 it can be seen that this equates to a final grade of 7.

Referring to the Grade related descriptors on page 101, this student's performance is interpreted as:

*"Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations." (Grade descriptor p101)*

## Glossary of command terms in the MYP

The command terms listed are used to define the thinking skills that MYP students are expected to demonstrate. The definitions may vary when used in other contexts.

Command term	Definition
Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Annotate	Add brief notes to a diagram or graph.
Apply	Use knowledge and understanding in response to a given situation or real circumstances. Use an idea, equation, principle, theory or law in relation to a given problem or issue. (See also "Use".)
Calculate	Obtain a numerical answer showing the relevant stages in the working.
Classify	Arrange or order by class or category.
Comment	Give a judgment based on a given statement or result of a calculation.
Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Construct	Display information in a diagrammatic or logical form.
Contrast	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
Create*	To evolve from one's own thought or imagination, as a work or an invention.
Critique*	Provide a critical review or commentary, especially when dealing with works of art or literature. (See also "Evaluate".)
Deduce	Reach a conclusion from the information given.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Derive	Manipulate a mathematical relationship to give a new equation or relationship.

Command term	Definition
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Design	Produce a plan, simulation or model.
Determine	Obtain the only possible answer.
Develop*	To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.
Differentiate	Obtain the derivative of a function.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Document*	Credit sources of information used by referencing (or citing) following a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
Draw	Represent by means of a labelled, accurate diagram or graph, using a pencil. A ruler (straight edge) should be used for straight lines. Diagrams should be drawn to scale. Graphs should have points correctly plotted (if appropriate) and joined in a straight line or smooth curve.
Estimate	Obtain an approximate value for an unknown quantity.
Evaluate	Make an appraisal by weighing up the strengths and limitations. (See also "Critique".)
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes. (See also "Justify".)
Explore	Undertake a systematic process of discovery.
Find	Obtain an answer showing relevant stages in the working.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Hence	Use the preceding work to obtain the required result.
Otherwise	It is suggested that the preceding work is used, but other methods could also receive credit.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Integrate	Obtain the integral of a function.
Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.



Command term	Definition
Justify	Give valid reasons or evidence to support an answer or conclusion. (See also "Explain".)
Label	Add a title, labels or brief explanation(s) to a diagram or graph.
List	Give a sequence of brief answers with no explanation.
Measure	Obtain a value for a quantity.
Organize*	Put ideas and information into a proper or systematic order.
Outline	Give a brief account or summary.
Plot	Mark the position of points on a diagram.
Predict	Give an expected result of an upcoming action or event.
Present	Offer for display, observation, examination or consideration.
Prioritize*	Give relative importance to, or put in an order of preference.
Prove	Use a sequence of logical steps to obtain the required result in a formal way.
Select*	Choose from a list or group.
Show	Give the steps in a calculation or derivation.
Show that	Obtain the required result (possibly using information given) without the formality of proof. "Show that" questions do not generally require the use of a calculator.
Sketch	Represent by means of a diagram or graph (labelled as appropriate). The sketch should give a general idea of the required shape or relationship, and should include relevant features.
Solve	Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.
State	Give a specific name, value or other brief answer without explanation or calculation.
Suggest	Propose a solution, hypothesis or other possible answer.
Summarize*	Abstract a general theme or major point(s).
Synthesize*	Combine different ideas in order to create new understanding.
To what extent	Consider the merits or otherwise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.
Trace	Follow and record the action of an algorithm.
Use	Apply knowledge or rules to put theory into practice. (See also "Apply".)
Verify	Provide evidence that validates the result.
Write down	Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.

**Arts – Visual & Performing Arts**  
**Criterion A: Knowing and understanding**

Maximum: 8

At the end of year, students should be able to:

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>limited</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>limited</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>limited</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>limited</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>adequate</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>adequate</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>adequate</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>adequate</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. demonstrates <b>substantial</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>substantial</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>substantial</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>substantial</b> use of acquired knowledge to purposefully inform artistic decisions.</li> </ul>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. demonstrates <b>excellent</b> knowledge and understanding of the art form studied, including concepts, processes, and <b>excellent</b> use of subject-specific terminology</li> <li>ii. demonstrates <b>excellent</b> understanding of the role of the art form in original or displaced contexts</li> <li>iii. demonstrates <b>excellent</b> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</li> </ul>

## Criterion B: Developing skills

Maximum: 8

At the end of year, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>limited</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>limited</b> application of skills and techniques to create, perform and/or present art.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>adequate</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>adequate</b> application of skills and techniques to create, perform and/or present art.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>substantial</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>substantial</b> application of skills and techniques to create, perform and/or present art.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. demonstrates <b>excellent</b> acquisition and development of the skills and techniques of the art form studied</li><li>ii. demonstrates <b>excellent</b> application of skills and techniques to create, perform and/or present art.</li></ol>

### Criterion C: Thinking creatively

Maximum: 8

At the end of year, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. develops a <b>limited</b> artistic intention that is <b>rarely</b> feasible, clear, imaginative <b>or</b> coherent</li> <li>ii. demonstrates a <b>limited</b> range <b>or</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>limited</b> exploration of ideas to shape artistic intention that <b>may reach</b> a point of realization.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. develops an <b>adequate</b> artistic intention that is <b>occasionally</b> feasible, clear, imaginative <b>and/or</b> coherent</li> <li>ii. demonstrates an <b>adequate</b> range <b>and</b> depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>adequate</b> exploration of ideas to shape artistic intention <b>through to</b> a point of realization.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. develops a <b>substantial</b> artistic intention that is <b>often</b> feasible, clear, imaginative <b>and</b> coherent</li> <li>ii. demonstrates a <b>substantial</b> range and depth of creative-thinking behaviours</li> <li>iii. demonstrates <b>substantial</b> exploration of ideas to <b>purposefully</b> shape artistic intention <b>through to</b> a point of realization.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="496 259 1254 331">i. develops an <b>excellent</b> artistic intention that is <b>consistently</b> feasible, clear, imaginative <b>and</b> coherent</li> <li data-bbox="496 349 1110 421">ii. demonstrates an <b>excellent</b> range and depth of creative-thinking behaviours</li> <li data-bbox="496 439 1254 510">iii. demonstrates <b>excellent</b> exploration of ideas to <b>effectively</b> shape artistic intention <b>through to</b> a point of realization.</li> </ul>

## Criterion D: Responding

Maximum: 8

At the end of year, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response that intends to reflect or impact on the world around them
- iii. critique the artwork of self and others.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. constructs <b>limited</b> meaning and <b>may</b> transfer learning to new settings</li><li>ii. creates a <b>limited</b> artistic response that <b>may</b> intend to reflect or impact on the world around him or her</li><li>iii. presents a <b>limited</b> critique of the artwork of self and others.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. constructs <b>adequate</b> meaning and <b>occasionally</b> transfers learning to new settings</li><li>ii. creates an <b>adequate</b> artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents an <b>adequate</b> critique of the artwork of self and others.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. constructs <b>appropriate</b> meaning and <b>regularly</b> transfers learning to new settings</li><li>ii. creates a <b>substantial</b> artistic response that intends to reflect or impact on the world around him or her</li><li>iii. presents a <b>substantial</b> critique of the artwork of self and others.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="496 259 1123 333">i. constructs meaning <b>with depth and insight</b> and <b>effectively</b> transfers learning to new settings</li><li data-bbox="496 349 1278 423">ii. creates an <b>excellent</b> artistic response that intends to <b>effectively</b> reflect or impact on the world around him or her</li><li data-bbox="496 439 1219 512">iii. presents an <b>excellent</b> critique of the artwork of self and others.</li></ul>



## Individuals and Societies

### Criterion A: Knowing and understanding

Maximum: 8

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. uses <b>limited</b> relevant terminology</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts with <b>minimal</b> descriptions and/or examples.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. uses <b>some</b> terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>adequate</b> knowledge and understanding of content and concepts through <b>satisfactory</b> descriptions, explanations and examples.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. uses a <b>range</b> of terminology <b>accurately</b> and <b>appropriately</b></li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through <b>accurate</b> descriptions, explanations and examples.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>consistently</b> uses a <b>wide range</b> of terminology <b>effectively</b></li><li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>thorough, accurate</b> descriptions, explanations and examples.</li></ol>

## Criterion B: Investigating

Maximum: 8

At the end of year, students should be able to:

- i. formulate a clear and focused research question and justify its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use research methods to collect and record appropriate, varied and relevant information
- iv. evaluate the process and results of the investigation.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. formulates a research question that is clear <b>or</b> focused and <b>describes</b> its relevance</li><li>ii. formulates a <b>limited</b> action plan to investigate a research question or does not follow a plan</li><li>iii. collects and records <b>limited</b> information, not always consistent with the research question</li><li>iv. makes a <b>limited</b> evaluation of the process and results of the investigation.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. formulates a research question that is <b>clear</b> and <b>focused</b> and <b>describes</b> its relevance in detail</li><li>ii. formulates and <b>somewhat</b> follows a <b>partial</b> action plan to investigate a research question</li><li>iii. uses a research method(s) to collect and record <b>mostly relevant</b> information</li><li>iv. evaluates <b>some</b> aspects of the process and results of the investigation.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>explains</b> its relevance</li> <li>ii. formulates and follows a <b>substantial</b> action plan to investigate a research question</li> <li>iii. uses research method(s) to collect and record <b>appropriate, relevant</b> information</li> <li>iv. <b>evaluates</b> the process and results of the investigation.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. formulates a <b>clear</b> and <b>focused</b> research question and <b>justifies</b> its relevance</li> <li>ii. formulates and <b>effectively</b> follows a <b>comprehensive</b> action plan to investigate a research question</li> <li>iii. uses research methods to collect and record <b>appropriate, varied and relevant</b> information</li> <li>iv. <b>thoroughly</b> evaluates the investigation process and results.</li> </ul>

### Criterion C: Communicating

Maximum: 8

At the end of year, students should be able to:

- i. communicate information and ideas effectively using an appropriate style for the audience and purpose
- ii. structure information and ideas in a way that is appropriate to the specified format
- iii. document sources of information using a recognized convention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas in a <b>limited way</b>, using a style that is <b>limited</b> in its appropriateness to the audience and purpose</li><li>ii. structures information and ideas according to the specified format in a <b>limited way</b></li><li>iii. documents sources of information in a <b>limited way</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>satisfactorily</b> by using a style that is <b>somewhat</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>somewhat</b> appropriate to the specified format</li><li>iii. <b>sometimes</b> documents sources of information using a recognized convention.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. communicates information and ideas <b>accurately</b> by using a style that is <b>mostly</b> appropriate to the audience and purpose</li><li>ii. structures information and ideas in a way that is <b>mostly</b> appropriate to the specified format</li><li>iii. <b>often</b> documents sources of information using a recognized convention.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="496 271 1326 383">i. communicates information and ideas <b>effectively</b> and <b>accurately</b> by using a style that is <b>completely</b> appropriate to the audience and purpose</li> <li data-bbox="496 394 1278 472">ii. structures information and ideas in a way that is <b>completely</b> appropriate to the specified format</li> <li data-bbox="496 483 1206 551">iii. <b>consistently</b> documents sources of information using a recognized convention.</li> </ul>

## Criterion D: Thinking critically

Maximum: 8

At the end of year, students should be able to:

- i. discuss concepts, issues, models, visual representation and theories
- ii. synthesize information to make valid, well-supported arguments
- iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations
- iv. interpret different perspectives and their implications.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories to a <b>limited extent</b></li><li>ii. <b>summarizes</b> information to a <b>limited extent</b> to make arguments</li><li>iii. <b>describes a limited number of</b> sources/data in terms of origin and purpose and recognizes <b>nominal</b> value and limitations</li><li>iv. <b>identifies</b> different perspectives and <b>minimal</b> implications.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>analyses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>summarizes</b> information to make arguments</li><li>iii. <b>analyses and/or evaluates</b> sources/data in terms of origin and purpose, recognizing <b>some</b> value and limitations</li><li>iv. <b>interprets</b> different perspectives and <b>some</b> of their implications.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>discusses</b> concepts, issues, models, visual representation and theories</li><li>ii. <b>synthesizes</b> information to make <b>valid</b> arguments</li><li>iii. <b>effectively analyses and evaluates a range</b> of sources/data in terms of origin and purpose, <b>usually</b> recognizing value and limitations</li><li>iv. <b>interprets</b> different perspectives and their implications.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. completes a <b>detailed discussion</b> of concepts, issues, models, visual representation and theories</li> <li>ii. <b>synthesizes</b> information to make <b>valid, well-supported</b> arguments</li> <li>iii. <b>effectively analyses</b> and <b>evaluates a range</b> of sources/data in terms of origin and purpose, <b>consistently</b> recognizing value and limitations</li> <li>iv. <b>thoroughly interprets</b> a <b>range</b> of different perspectives and their implications.</li> </ul>

## Interdisciplinary Unit

### Criterion A: Disciplinary grounding

Maximum: 8

In the Interdisciplinary unit, students should:

- i. demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: i. demonstrates <b>limited</b> relevant disciplinary grounding.
3–4	The student: i. demonstrates <b>some</b> relevant disciplinary grounding.
5–6	The student: i. demonstrates <b>most necessary</b> relevant disciplinary grounding.
7–8	The student: i. demonstrates <b>extensive necessary</b> relevant disciplinary grounding.



## Criterion B: Synthesizing

Maximum: 8

In the Interdisciplinary unit, students should:

- i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>establishes few and/or superficial</b> connections between disciplines.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>connects</b> disciplinary knowledge to achieve <b>adequate</b> understanding.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> interdisciplinary understanding.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>synthesizes</b> disciplinary knowledge to demonstrate <b>consistent, thorough</b> and <b>insightful</b> interdisciplinary understanding.</li></ol>

### Criterion C: Communicating

Maximum: 8

In the Interdisciplinary unit, students should:

- i. use appropriate strategies to communicate interdisciplinary understanding effectively
- ii. document sources using recognized conventions.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. communicates interdisciplinary understanding with <b>little structure, clarity or coherence.</b></li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. communicates interdisciplinary understanding with <b>some</b> organization and coherence, <b>recognizing</b> appropriate forms or media</li><li>ii. <b>lists</b> sources.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. communicates interdisciplinary understanding that is <b>generally</b> organized, clear and coherent, <b>beginning</b> to use selected forms or media <b>effectively</b></li><li>ii. <b>documents relevant</b> sources using a recognized convention.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. communicates interdisciplinary understanding that is <b>consistently</b> well structured, clear and coherent, using selected forms or media <b>effectively</b></li><li>ii. <b>consistently documents well-chosen</b> sources using a recognized convention.</li></ol>

## Criterion D: Reflecting

Maximum: 8

In the Interdisciplinary unit, students should:

- i. reflect on the development of their own interdisciplinary understanding
- ii. evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

Achievement	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. demonstrates <b>limited</b> reflection on his or her development of interdisciplinary understanding</li><li>ii. <b>describes superficially</b> the limitations <b>or</b> benefits of disciplinary and interdisciplinary knowledge in specific situations.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. demonstrates <b>adequate</b> reflection on his or her development of interdisciplinary understanding</li><li>ii. <b>describes some</b> benefits <b>and</b> limitations of disciplinary and interdisciplinary knowledge in specific situations.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. demonstrates <b>significant</b> reflection on his or her development of interdisciplinary understanding.</li><li>ii. <b>explains</b> the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. demonstrates <b>thorough</b> and <b>nuanced</b> reflection on his or her development of interdisciplinary understanding</li><li>ii. <b>evaluates thoroughly</b> and <b>with sophistication</b> the limitations and benefits of disciplinary and interdisciplinary knowledge and <b>ways of knowing</b> in specific situations.</li></ol>

## Language and Literature

### Criterion A: Analysing

Maximum: 8

At the end of year, students should be able to:

- i. analyse the content, context, language, structure, technique and style of text(s) and the relationship among texts
- ii. analyse the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. evaluate similarities and differences by connecting features across and within genres and texts.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. provides <b>limited</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>limited</b> analysis of the effects of the creator's choices on an audience</li><li>iii. <b>rarely</b> justifies opinions and ideas with examples or explanations; uses <b>little or no</b> terminology</li><li>iv. evaluates <b>few</b> similarities and differences by making <b>minimal</b> connections in features across and within genres and texts.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. provides <b>adequate</b> analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</li><li>ii. provides <b>adequate</b> analysis of the effects of the creator's choices on an audience</li><li>iii. justifies opinions and ideas with <b>some</b> examples and explanations, though this may not be consistent; uses <b>some</b> terminology</li><li>iv. evaluates <b>some</b> similarities and differences by making <b>adequate</b> connections in features across and within genres and texts.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>competently</b> analyses the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>competently</b> analyses the effects of the creator’s choices on an audience</li> <li>iii. <b>sufficiently</b> justifies opinions and ideas with examples and explanations uses accurate terminology</li> <li>iv. evaluates similarities and differences by making <b>substantial</b> connections in features across and within genres and texts.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. provides <b>perceptive</b> analysis of the content, context, language, structure, technique, style of text(s) and the relationship among texts</li> <li>ii. <b>perceptively</b> analyses the effects of the creator’s choices on an audience</li> <li>iii. gives <b>detailed justification of</b> opinions and ideas with a range of examples, and <b>thorough</b> explanations; uses <b>accurate</b> terminology</li> <li>iv. <b>perceptively compares and contrasts</b> by making <b>extensive</b> connections in features across and within genres and texts.</li> </ul>

## Criterion B: Organizing

Maximum: 8

At the end of year, students should be able to:

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a sustained, coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. makes <b>minimal</b> use of organizational structures though these may not always serve the context and intention</li><li>ii. organizes opinions and ideas with a <b>minimal degree of coherence and logic</b></li><li>iii. makes <b>minimal</b> use of referencing and formatting tools to create a presentation style that may <b>not always be suitable</b> to the context and intention.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. makes <b>adequate</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas with <b>some degree of coherence and logic</b></li><li>iii. makes <b>adequate</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. makes <b>competent</b> use of organizational structures that serve the context and intention</li><li>ii. organizes opinions and ideas in a <b>coherent and logical</b> manner with ideas building on each other</li><li>iii. makes <b>competent</b> use of referencing and formatting tools to create a presentation style suitable to the context and intention.</li></ol>

7–8	<p>The student:</p> <ul style="list-style-type: none"><li>i. makes <b>sophisticated</b> use of organizational structures that serve the context and intention <b>effectively</b></li><li>ii. <b>effectively</b> organizes opinions and ideas in a <b>sustained, coherent and logical</b> manner with ideas building on each other in a <b>sophisticated</b> way</li><li>iii. makes <b>excellent</b> use of referencing and formatting tools to create an</li></ul>
-----	--

### Criterion C: Producing text

Maximum: 8

At the end of year, students should be able to:

- i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to develop ideas.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. produces texts that demonstrate <b>limited</b> personal engagement with the creative process; demonstrates a <b>limited</b> degree of insight, imagination and sensitivity and <b>minimal</b> exploration of, and critical reflection on, new perspectives and ideas</li><li>ii. makes <b>minimal</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>limited</b> awareness of impact on an audience</li><li>iii. selects <b>few</b> relevant details and examples to develop ideas.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. produces texts that demonstrate <b>adequate</b> personal engagement with the creative process; demonstrates <b>some</b> insight, imagination and sensitivity and <b>some</b> exploration of, and critical reflection on, new perspectives and ideas</li><li>ii. makes <b>some</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>adequate</b> awareness of impact on an audience</li><li>iii. selects <b>some</b> relevant details and examples to develop ideas.</li></ol>



Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate <b>considerable</b> personal engagement with the creative process; demonstrates <b>considerable</b> insight, imagination and sensitivity and <b>substantial</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>thoughtful</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>sufficient</b> relevant details and examples to develop ideas.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. produces texts that demonstrate a <b>high degree</b> of personal engagement with the creative process; demonstrates a <b>high degree</b> of insight, imagination and sensitivity and <b>perceptive</b> exploration of, and critical reflection on, new perspectives and ideas</li> <li>ii. makes <b>perceptive</b> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <b>good</b> awareness of impact on an audience</li> <li>iii. selects <b>extensive</b> relevant details and examples to develop ideas with <b>precision</b>.</li> </ul>

## Criterion D: Using language

Maximum: 8

At the end of year, students should be able to:

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in a register and style that serve the context and intention
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses a <b>limited</b> range of appropriate vocabulary and forms of expression</li> <li>ii. writes and speaks in an <b>inappropriate</b> register and style that <b>do not</b> serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>limited</b> accuracy; errors <b>often hinder</b> communication</li> <li>v. makes <b>limited and/or inappropriate</b> use of non-verbal communication techniques.</li> </ol>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. uses an <b>adequate</b> range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. <b>sometimes</b> writes and speaks in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>iv. spells/writes and pronounces with <b>some degree</b> of accuracy; errors <b>sometimes hinder</b> communication</li> <li>v. makes <b>some</b> use of appropriate non-verbal communication techniques.</li> </ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. uses a <b>varied range</b> of appropriate vocabulary, sentence structures and forms of expression <b>competently</b></li> <li>ii. writes and speaks <b>competently</b> in a register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>iv. spells/writes and pronounces with a <b>considerable degree</b> of accuracy; errors <b>do not hinder</b> effective communication</li> <li>v. makes <b>sufficient</b> use of appropriate non-verbal communication techniques.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>effectively</b> uses a range of appropriate vocabulary, sentence structures and forms of expression</li> <li>ii. writes and speaks in a <b>consistently appropriate</b> register and style that serve the context and intention</li> <li>iii. uses grammar, syntax and punctuation with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>iv. spells/writes and pronounces with a <b>high degree</b> of accuracy; errors are minor and communication is <b>effective</b></li> <li>v. makes <b>effective</b> use of appropriate non-verbal communication techniques.</li> </ul>

## Language Acquisition

### Phase 1

#### Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic conventions</li> <li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic conventions</li> <li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li> </ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ol> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion B: Comprehending written and visual text**

Maximum: 8

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>minimal</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>limited</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>some</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>some</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic aspects of format and style, and author 's purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

### Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

At the end of phase 1, students should be able to:

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>minimal</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses <b>some</b> basic phrases to communicate ideas, feelings and information on a <b>limited range</b> of aspects of everyday topics</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in simple and rehearsed exchanges, using verbal and non-verbal language</li> <li>iii. uses basic phrases to communicate ideas, feelings and information on <b>some</b> aspects of everyday topics`</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>



Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in de t ail</b> an d <b>appropriately</b> to simple short phrases an d basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in simple and rehearsed exchanges, using verbal and non- verbal language</li> <li>iii. uses basic phrases <b>effectively</b> to communicate ideas, feelings and information on <b>a variety</b> of aspects of everyday topics</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

**Criterion D: Using language in spoken and/or written form**

Maximum: 8

At the end of phase 1, students should be able to:

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ul>
5–6	The student: <ul style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and uses a <b>limited</b> range of basic cohesive devices accurately</li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ul>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li data-bbox="512 277 1326 416">i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; when speaking, uses clear pronunciation and <b>excellent</b> intonation, making communication easy</li> <li data-bbox="512 421 1326 488">ii. organizes basic information <b>clearly</b> and uses a range of basic cohesive devices accurately</li> <li data-bbox="512 492 1326 526">iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Phase 2

### Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. show understanding of messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"><li>i. shows <b>minimal</b> understanding of messages, main ideas and supporting details</li><li>ii. has <b>limited</b> awareness of basic conventions</li><li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li></ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"><li>i. shows <b>some</b> understanding of messages, main ideas and supporting details</li><li>ii. has <b>some</b> awareness of basic conventions</li><li>iii. engages <b>adequately</b> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li></ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>considerable</b> awareness of basic conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of messages, main ideas and supporting details</li> <li>ii. has <b>excellent</b> awareness of basic conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

## Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 2, students should be able to:

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"><li>i. identifies <b>minimal</b> basic facts and main ideas but <b>few</b> supporting details; is not <b>able</b> to draw conclusions</li><li>ii. has <b>limited</b> awareness of basic conventions including aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a personal response to the text.</li></ol> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"><li>i. identifies <b>some</b> basic facts, main ideas and supporting details; is <b>not always</b> able to draw conclusions</li><li>ii. recognizes <b>some</b> basic conventions including aspects of format and style, and author's purpose for writing</li><li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> personal response to the text.</li></ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. identifies <b>most</b> basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. recognizes <b>most</b> basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>clearly</b> identifies basic facts, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> recognizes basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion C: Communicating in response to spoken and/or written and/or visual text**

Maximum: 8

At the end of phase 2, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in basic structured exchanges</li> <li>iii. uses <b>minimal</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. responds to simple short phrases and <b>some</b> basic information in spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in basic structured exchanges</li> <li>iii. uses <b>some</b> phrases to communicate ideas, feelings and information in a <b>limited range</b> of familiar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience.</li> </ol>
5–6	The student: <ol style="list-style-type: none"> <li>i. responds <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in basic structured exchanges</li> <li>iii. uses phrases to communicate ideas, feelings and information in <b>some</b> familiar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience.</li> </ol>



Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to simple short phrases and basic information in spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in basic structured exchanges</li> <li>iii. uses phrases <b>effectively</b> to communicate ideas, feelings and information in <b>a variety</b> of familiar situations; ideas are relevant, detailed and include examples</li> <li>iv. communicates with an <b>excellent</b> sense of audience.</li> </ul>

**Criterion D: Using language in spoken and/or written form**

Maximum: 8

At the end of phase 2, students should be able to:

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> basic information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes /speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> basic information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ul>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes basic information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately; occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes basic information and ideas <b>clearly</b>, and uses a range of basic cohesive devices <b>accurately; there is a logical structure and cohesive devices add clarity to the message</b></li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ul>

### Phase 3

#### Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"><li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li><li>ii. has <b>limited</b> understanding of conventions</li><li>iii. engages <b>minimally</b> with the spoken and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li></ol> <p>The student shows <b>limited</b> understanding of the content, context</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"><li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li><li>ii. has <b>some</b> understanding of conventions</li><li>iii. engages <b>adequately</b> with the spoken and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li></ol> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>considerable</b> understanding of conventions</li> <li>iii. engages <b>considerably</b> with the spoken and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. has <b>excellent</b> understanding of conventions</li> <li>iii. engages <b>thoroughly</b> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion B: Comprehending written and visual text**

Maximum: 8

At the end of phase 3, students should be able to:

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>minimal</b> understanding of information, main ideas and supporting details, and is <b>not able</b> to draw conclusions</li> <li>ii. has <b>limited</b> understanding of basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>minimally</b> with the written and visual text by identifying <b>few</b> ideas, opinions and attitudes; <b>has difficulty</b> making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>limited</b> understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>some</b> understanding of information, main ideas and supporting details, and draws <b>some</b> conclusions</li> <li>ii. understands <b>some</b> basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>adequately</b> with the written and visual text by identifying <b>some</b> ideas, opinions and attitudes and by making <b>some</b> response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>some</b> understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>considerable</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. understands <b>most</b> basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>considerably</b> with the written and visual text by identifying <b>most</b> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>considerable</b> understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. shows <b>excellent</b> understanding of information, main ideas and supporting details, and draws conclusions</li> <li>ii. <b>clearly</b> understands basic conventions including aspects of format and style, and author’s purpose for writing</li> <li>iii. engages <b>thoroughly</b> with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</li> </ul> <p>The student shows <b>thorough</b> understanding of the content, context and concepts of the text as a whole.</p>

**Criterion C: Communicating in response to spoken and/or written and/or visual text**

Maximum: 8

At the end of phase 3, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none"> <li>i. makes <b>limited</b> attempt to respond to spoken and/or written and/or visual text; responses are <b>often inappropriate</b></li> <li>ii. interacts <b>minimally</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>few</b> ideas and feelings and communicates <b>minimal</b> information in familiar and some unfamiliar situations</li> <li>iv. communicates with a <b>limited</b> sense of audience and purpose.</li> </ul>
3–4	The student: <ul style="list-style-type: none"> <li>i. responds to spoken and/or written and/or visual text, though <b>some responses may be inappropriate</b></li> <li>ii. interacts <b>to some degree</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses <b>some</b> ideas and feelings and communicates <b>some</b> information in familiar and some unfamiliar situations; ideas are not always relevant or detailed</li> <li>iv. communicates with <b>some</b> sense of audience and purpose.</li> </ul>



Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. interacts <b>considerably</b> in rehearsed and unrehearsed exchanges</li> <li>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</li> <li>iv. communicates with a <b>considerable</b> sense of audience and purpose.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. responds <b>in detail</b> and <b>appropriately</b> to spoken and/or written and/or visual text</li> <li>ii. interacts <b>confidently</b> in rehearsed and unrehearsed exchanges</li> <li>iii. <b>effectively</b> expresses <b>a wide range</b> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</li> <li>iv. communicates with an <b>excellent</b> sense of audience and purpose.</li> </ul>

**Criterion D: Using language in spoken and/or written form**

Maximum: 8

At the end of phase 3, students should be able to:

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>has difficulty</b> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <b>many errors</b>, making understanding difficult</li> <li>ii. organizes <b>limited</b> information and ideas, and basic cohesive devices are <b>not used</b></li> <li>iii. makes <b>minimal</b> use of language to suit the context.</li> </ul>
3–4	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <b>some inappropriate choices</b>; when speaking, uses pronunciation and intonation with <b>some errors</b>, some of which make understanding difficult</li> <li>ii. organizes <b>some</b> information and ideas, and uses a <b>limited</b> range of basic cohesive devices, not always <b>appropriately</b></li> <li>iii. uses language to suit the context to <b>some degree</b>.</li> </ul>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks making <b>good</b> use of a basic range of vocabulary, grammatical structures and conventions, <b>generally accurately</b> ; when speaking, uses pronunciation and intonation with <b>some errors</b>, though these do not interfere with comprehensibility</li> <li>ii. organizes information and ideas <b>well</b>, and uses a <b>limited</b> range of basic cohesive devices <b>accurately</b></li> <li>iii. <b>usually</b> uses language to suit the context.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. writes/speaks <b>effectively</b> using a basic range of vocabulary, grammatical structures and conventions <b>accurately</b>; <b>occasional errors do not interfere with communication</b>. When speaking, uses <b>clear</b> pronunciation and excellent intonation, making communication easy</li> <li>ii. organizes information and ideas <b>clearly</b>, and uses a range of basic cohesive devices accurately; there is a <b>logical</b> structure and cohesive devices add <b>clarity</b> to the message</li> <li>iii. uses language <b>effectively</b> to suit the context.</li> </ul>

## Mathematics

### Criterion A: Knowing and understanding

Maximum: 8

At the end of year, students should be able to:

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>simple problems in familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>more complex problems in familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>challenging problems in familiar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ol>

7–8	<p>The student is able to:</p> <ul style="list-style-type: none"><li>i. select appropriate mathematics when solving <b>challenging problems</b> in both <b>familiar and unfamiliar situations</b></li><li>ii. apply the selected mathematics successfully when solving these problems</li><li>iii. generally solve these problems correctly in a variety of contexts.</li></ul>
-----	---

## Criterion B: Investigating patterns

Maximum: 8

At the end of year, students should be able to:

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as general rules consistent with findings
- iii. prove, or verify and justify, general rules.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. <b>apply, with teacher support</b>, mathematical problem-solving techniques to discover <b>simple patterns</b></li><li>ii. <b>state predictions</b> consistent with patterns.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>apply</b> mathematical problem-solving techniques to discover <b>simple patterns</b></li><li>ii. <b>suggest general rules</b> consistent with <b>findings</b>.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li><li>ii. <b>describe patterns</b> as general rules consistent with <b>findings</b></li><li>iii. <b>verify</b> the validity of these general rules.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. <b>select and apply</b> mathematical problem-solving techniques to discover <b>complex patterns</b></li><li>ii. <b>describe patterns</b> as general rules consistent with <b>correct findings</b></li><li>iii. <b>prove, or verify and justify</b>, these general rules.</li></ol>

### Criterion C: Communicating

Maximum: 8

At the end of year, students should be able to:

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. use <b>limited</b> mathematical language</li><li>ii. use <b>limited</b> forms of mathematical representation to present information</li><li>iii. communicate through lines of reasoning that are <b>difficult to interpret</b>.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. use <b>some appropriate</b> mathematical language</li><li>ii. use <b>appropriate forms</b> of mathematical representation to present information <b>adequately</b></li><li>iii. communicate through lines of reasoning that are <b>complete</b></li><li>iv. <b>adequately organize</b> information using a logical structure.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. <b>usually</b> use <b>appropriate</b> mathematical language</li><li>ii. <b>usually</b> use <b>appropriate</b> forms of mathematical representation to present information <b>correctly</b></li><li>iii. <b>usually</b> move between different forms of mathematical representation</li><li>iv. communicate through lines of reasoning that are <b>complete and coherent</b></li><li>v. <b>present</b> work that is <b>usually organized</b> using a logical structure.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>consistently</b> use <b>appropriate</b> mathematical language</li> <li>ii. use <b>appropriate forms</b> of mathematical representation to <b>consistently</b> present information <b>correctly</b></li> <li>iii. move <b>effectively</b> between different forms of mathematical representation</li> <li>iv. communicate through lines of reasoning that are <b>complete, coherent and concise</b></li> <li>v. <b>present</b> work that is <b>consistently organized</b> using a logical structure.</li> </ul>



### Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year, students should be able to:

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. justify the degree of accuracy of a solution
- v. justify whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. identify <b>some</b> of the elements of the authentic real-life situation</li> <li>ii. apply mathematical strategies to <b>find a solution</b> to the authentic real-life situation, <b>with limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select, <b>with some success, adequate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply mathematical strategies to <b>reach a solution</b> to the authentic real-life situation</li> <li>iv. <b>discuss</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select <b>adequate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to <b>reach a valid solution</b> to the authentic real-life situation</li> <li>iv. <b>explain</b> the degree of accuracy of the solution</li> <li>v. <b>explain</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ol>

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. identify the <b>relevant</b> elements of the authentic real-life situation</li> <li>ii. select <b>appropriate</b> mathematical strategies to model the authentic real-life situation</li> <li>iii. apply the selected mathematical strategies to <b>reach a correct solution</b> to the authentic real-life situation</li> <li>iv. <b>justify</b> the degree of accuracy of the solution</li> <li>v. <b>justify</b> whether the solution makes sense in the context of the authentic real-life situation.</li> </ul>

## Personal Project

### Criterion A: Investigating

#### Maximum: 8

In the personal project, students should:

- i. define a clear goal and global context for the project, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> a goal and context for the project, based on personal interests, but this may be <b>limited</b> in depth or accessibility</li> <li>ii. identify prior learning and subject-specific knowledge, <b>but</b> this may be <b>limited</b> in occurrence or relevance</li> <li>iii. demonstrate <b>limited</b> research skills.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline a basic and appropriate</b> goal and context for the project, based on personal interests</li> <li>ii. identify <b>basic</b> prior learning and subject-specific knowledge <b>relevant to some</b> areas of the project</li> <li>iii. demonstrate <b>adequate</b> research skills.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>define a clear and challenging</b> goal and context for the project, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge <b>generally relevant</b> to the project</li> <li>iii. demonstrate <b>substantial</b> research skills.</li> </ol>
7–8	The student is able to: <ol style="list-style-type: none"> <li>i. <b>define a clear and highly challenging</b> goal and context for the project, based on personal interests</li> <li>ii. identify prior learning and subject-specific knowledge that is <b>consistently highly relevant</b> to the project</li> <li>iii. demonstrate <b>excellent</b> research skills.</li> </ol>

## Criterion B: Planning

### Maximum: 8

In the personal project, students should:

- i. develop criteria for the product/outcome
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. develop <b>limited</b> criteria for the product/outcome</li><li>ii. present a <b>limited or partial</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>limited</b> self-management skills.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. develop <b>adequate</b> criteria for the product/outcome</li><li>ii. present an <b>adequate</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>adequate</b> self-management skills.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. develop <b>substantial and appropriate</b> criteria for the product/outcome</li><li>ii. present a <b>substantial</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>substantial</b> self-management skills.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. develop <b>rigorous</b> criteria for the product/outcome</li><li>ii. present a <b>detailed and accurate</b> plan and record of the development process of the project</li><li>iii. demonstrate <b>excellent</b> self-management skills.</li></ol>

## Criterion C: Taking action

### Maximum: 8

In the personal project, students should:

- i. create a product/outcome in response to the goal, global context and criteria
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. create a <b>limited</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrate <b>limited</b> thinking skills</li><li>iii. demonstrate <b>limited</b> communication and social skills.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. create a <b>basic</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrate <b>adequate</b> thinking skills</li><li>iii. demonstrate <b>adequate</b> communication and social skills.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. create a <b>substantial</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrate <b>substantial</b> thinking skills</li><li>iii. demonstrate <b>substantial</b> communication and social skills.</li></ol>
7–8	The student is able to: <ol style="list-style-type: none"><li>i. create an <b>excellent</b> product/outcome in response to the goal, global context and criteria</li><li>ii. demonstrate <b>excellent</b> thinking skills</li><li>iii. demonstrate <b>excellent</b> communication and social skills.</li></ol>

## Criterion D: Reflecting

### Maximum: 8

In the personal project, students should:

- i. evaluate the quality of the product/outcome against their criteria
- ii. reflect on how completing the project has extended their knowledge and understanding of the topic and the global context
- iii. reflect on their development as IB learners through the project.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. present a <b>limited</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>limited</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. present <b>limited</b> reflection on his or her development as an IB learner through the project.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. present a <b>basic</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>adequate</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. present <b>adequate</b> reflection on his or her development as an IB learner through the project.</li></ol>
5–6	The student is able to: <ol style="list-style-type: none"><li>i. present a <b>substantial</b> evaluation of the quality of the product/outcome against his or her criteria</li><li>ii. present <b>substantial</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li>iii. present <b>substantial</b> reflection on his or her development as an IB learner through the project.</li></ol>

7–8	<p>The student is able to:</p> <ol style="list-style-type: none"><li data-bbox="496 253 1123 315">i. present an <b>excellent</b> evaluation of the quality of the product/outcome against his or her criteria</li><li data-bbox="496 342 1310 450">ii. present <b>excellent</b> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</li><li data-bbox="496 477 1305 539">iii. present <b>excellent</b> reflection on his or her development as an IB learner through the project.</li></ol>
-----	--

## Physical and Health Education

### Criterion A: Knowing and understanding

Maximum: 8

At the end of year, students should be able to:

- i. explain physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> <li>i. <b>states</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>investigate</b> issues and <b>suggest</b> solutions to problems set in familiar situations</li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding <b>with limited success</b>.</li> </ol>
3–4	The student: <ol style="list-style-type: none"> <li>i. <b>outlines</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues and to <b>solve</b> problems set in <b>familiar situations</b></li> <li>iii. <b>applies</b> physical and health terminology to communicate understanding.</li> </ol>



Achievement level	Level descriptor
5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>identifies</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> issues to <b>solve</b> problems set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently</b> to communicate understanding.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</b> physical and health education factual, procedural and conceptual knowledge</li> <li>ii. <b>applies</b> physical and health education knowledge to <b>analyse</b> complex issues to <b>solve complex problems</b> set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>applies</b> physical and health terminology <b>consistently and effectively</b> to communicate understanding.</li> </ul>

## Criterion B: Planning for performance

Maximum: 8

At the end of year, students should be able to:

- i. design, explain and justify plans to improve physical performance and health
- ii. analyse and evaluate the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>constructs and outlines</b> a plan to improve physical performance or health</li><li>ii. <b>outlines</b> the effectiveness of a plan based on the outcome.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>constructs and describes</b> a plan to improve physical performance or health</li><li>ii. <b>explains</b> the effectiveness of a plan based on the outcome.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>designs and explains</b> a plan to improve physical performance or health</li><li>ii. <b>analyses</b> the effectiveness of a plan based on the outcome.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>designs, explains and justifies</b> a plan to improve physical performance or health</li><li>ii. <b>analyses and evaluates</b> the effectiveness of a plan based on the outcome.</li></ol>

### Criterion C: Applying and performing

Maximum: 8

At the end of year, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. analyse and apply information to perform effectively.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques <b>with limited success</b></li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts <b>with limited success</b></li><li>iii. <b>recalls</b> information to perform.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies</b> skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies</b> strategies and movement concepts</li><li>iii. <b>identifies</b> and <b>applies</b> information to perform.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range</b> of skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies a range</b> of strategies and movement concepts</li><li>iii. <b>analyses</b> and <b>applies</b> information to perform.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates</b> and <b>applies a range of complex</b> skills and techniques</li><li>ii. <b>demonstrates</b> and <b>applies a range of complex</b> strategies and movement concepts</li><li>iii. <b>analyses</b> and <b>applies</b> information to perform <b>effectively</b>.</li></ol>

### Criterion D: Reflecting and improving performance

Maximum: 8

At the end of year, students should be able to:

- i. explain and demonstrate strategies to enhance interpersonal skills
- ii. develop goals and apply strategies to enhance performance
- iii. analyse and evaluate performance.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>identifies</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>identifies</b> goals to enhance performance</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>outlines</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>describes</b> and <b>summarizes</b> performance.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>describes</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>explains</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>explains</b> and <b>evaluates</b> performance.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ol style="list-style-type: none"><li>i. <b>explains</b> and <b>demonstrates</b> strategies to enhance interpersonal skills</li><li>ii. <b>develops</b> goals and <b>applies</b> strategies to enhance performance</li><li>iii. <b>analyses</b> and <b>evaluates</b> performance.</li></ol>

## Science

### Criterion A: Knowing and understanding

#### Maximum: 8

At the end of year 5, students should be able to:

- i. explain scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse and evaluate information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the
1–2	The student is able to: i. <b>state</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>suggest solutions</b> to problems set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>judgments</b> .
3–4	The student is able to: i. <b>outline</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> iii. <b>interpret</b> information to make <b>scientifically supported judgments</b> .
5–6	The student is able to: i. <b>describe</b> scientific knowledge ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar situations</b> and <b>suggest solutions</b> to problems set in <b>unfamiliar situations</b> iii. <b>analyse</b> information to make <b>scientifically supported judgments</b> .

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>explain</b> scientific knowledge</li> <li>ii. apply scientific knowledge and understanding to <b>solve problems</b> set in <b>familiar and unfamiliar situations</b></li> <li>iii. <b>analyse</b> and <b>evaluate</b> information to make <b>scientifically supported judgments</b>.</li> </ul>

## Criterion B: Inquiring and designing

Maximum: 8

At the end of year, students should be able to:

- i. explain a problem or question to be tested by a scientific investigation
- ii. formulate a testable hypothesis and explain it using scientific reasoning
- iii. explain how to manipulate the variables, and explain how data will be collected
- iv. design scientific investigations.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the
1–2	The student is able to: <ol style="list-style-type: none"> <li>i. <b>state</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>outline</b> a testable hypothesis</li> <li>iii. <b>outline</b> the variables</li> <li>iv. <b>design</b> a method, <b>with limited success</b>.</li> </ol>
3–4	The student is able to: <ol style="list-style-type: none"> <li>i. <b>outline</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>outline</b> how to manipulate the variables, and <b>outline</b> how <b>relevant data</b> will be collected</li> <li>iv. design a <b>safe method</b> in which she <b>selects materials and equipment</b>.</li> </ol>
5–6	The student is able to: <ol style="list-style-type: none"> <li>i. <b>describe</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using scientific reasoning</b></li> <li>iii. <b>describe</b> how to manipulate the variables, and <b>describe</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. design a <b>complete and safe method</b> in which she selects <b>appropriate materials and equipment</b>.</li> </ol>



Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>explain</b> a problem or question to be tested by a scientific investigation</li> <li>ii. <b>formulate and explain</b> a testable hypothesis <b>using correct scientific reasoning</b></li> <li>iii. <b>explain</b> how to manipulate the variables, and <b>explain</b> how <b>sufficient, relevant data</b> will be collected</li> <li>iv. <b>design a logical, complete and safe method</b> in which she <b>selects appropriate materials and equipment.</b></li> </ul>

### Criterion C: Processing and evaluating

Maximum: 8

At the end of year, students should be able to:

- i. present collected and transformed data
- ii. interpret data and explain results using scientific reasoning
- iii. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
- iv. evaluate the validity of the method
- v. explain improvements or extensions to the method.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the
1–2	The student is able to: <ol style="list-style-type: none"><li>i. <b>collect and present</b> data in numerical and/or visual forms</li><li>ii. <b>interpret</b> data</li><li>iii. <b>state</b> the validity of a hypothesis based on the outcome of a scientific investigation</li><li>iv. <b>state</b> the validity of the method based on the outcome of a scientific investigation</li><li>v. <b>state</b> improvements or extensions to the method.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>correctly collect and present</b> data in numerical and/or visual forms</li><li>ii. <b>accurately interpret</b> data and <b>explain</b> results</li><li>iii. <b>outline</b> the validity of a hypothesis based on the outcome of a scientific investigation</li><li>iv. <b>outline</b> the validity of the method based on the outcome of a scientific investigation</li><li>v. <b>outline</b> improvements or extensions to the method that would benefit the scientific investigation.</li></ol>

Achievement level	Level descriptor
5-6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using scientific reasoning</b></li> <li>iii. <b>discuss</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>discuss</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>describe</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>correctly collect, organize, transform and present</b> data in numerical and/or visual forms</li> <li>ii. <b>accurately interpret</b> data and <b>explain</b> results <b>using correct scientific reasoning</b></li> <li>iii. <b>evaluate</b> the validity of a hypothesis based on the outcome of a scientific investigation</li> <li>iv. <b>evaluate</b> the validity of the method based on the outcome of a scientific investigation</li> <li>v. <b>explain</b> improvements or extensions to the method that would benefit the scientific investigation.</li> </ul>

### Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of year, students should be able to:

- i. explain the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and evaluate the various implications of using science and its application to solve a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard identified by any of the
1–2	The student is able to: <ol style="list-style-type: none"><li>i. <b>outline</b> the ways in which science is used to address a specific problem or issue</li><li>ii. <b>outline</b> the implications of using science to solve a specific problem or issue, interacting with a factor</li><li>iii. <b>apply</b> scientific language to communicate understanding but does so <b>with limited success</b></li><li>iv. document sources, with <b>limited success</b>.</li></ol>
3–4	The student is able to: <ol style="list-style-type: none"><li>i. <b>summarize</b> the ways in which science is applied and used to address a specific problem or issue</li><li>ii. <b>describe</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li><li>iii. <b>sometimes apply</b> scientific language to communicate understanding</li><li>iv. <b>sometimes</b> document sources correctly.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>describe</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>usually apply</b> scientific language to communicate understanding clearly and precisely</li> <li>iv. <b>usually</b> document sources correctly.</li> </ul>
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>i. <b>explain</b> the ways in which science is applied and used to address a specific problem or issue</li> <li>ii. <b>discuss and evaluate</b> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</li> <li>iii. <b>consistently apply</b> scientific language to communicate understanding <b>clearly and precisely</b></li> <li>iv. document sources <b>completely</b>.</li> </ul>

## Design

### Criterion A: Inquiring and analysing

Maximum: 8

At the end of year, students should be able to:

- i. explain and justify the need for a solution to a problem for a specified client/target audience
- ii. identify and prioritize primary and secondary research needed to develop a solution to the problem
- iii. analyse a range of existing products that inspire a solution to the problem
- iv. develop a detailed design brief, which summarizes the analysis of relevant research.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>states</b> the need for a solution to a problem for a specified client/target audience</li><li>ii. <b>develops</b> a basic design brief, which <b>states</b> the <b>findings</b> of relevant research.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>outlines</b> the need for a solution to a problem for a specified client/target audience</li><li>ii. <b>outlines</b> a research plan, which <b>identifies</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li><li>iii. <b>analyses one</b> existing product that inspires a solution to the problem</li><li>iv. <b>develops</b> a design brief, which <b>outlines</b> the analysis of relevant research.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</b> the need for a solution to a problem for a specified client/target audience</li> <li>ii. <b>constructs</b> a research plan, which <b>identifies</b> and <b>prioritizes</b> primary and secondary research needed to <b>develop</b> a solution to the problem, <b>with some guidance</b></li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem</li> <li>iv. <b>develops</b> a design brief, which <b>explains</b> the analysis of relevant research.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>explains</b> and <b>justifies</b> the need for a solution to a problem for a client/target audience</li> <li>ii. <b>constructs</b> a <b>detailed</b> research plan, which <b>identifies</b> and <b>prioritizes</b> the primary and secondary research needed to <b>develop</b> a solution to the problem independently</li> <li>iii. <b>analyses a range of</b> existing products that inspire a solution to the problem in detail</li> <li>iv. <b>develops</b> a <b>detailed</b> design brief, which <b>summarizes</b> the analysis of relevant research.</li> </ul>

## Criterion B: Developing ideas

Maximum: 8

At the end of year, students should be able to:

- i. develop design specifications, which clearly states the success criteria for the design of a solution
- ii. develop a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and justify its selection
- iv. develop accurate and detailed planning drawings/diagrams and outline the requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"><li>i. <b>lists some basic</b> design specifications for the design of a solution</li><li>ii. <b>presents one</b> design, which can be interpreted by others</li><li>iii. <b>creates</b> incomplete planning drawings/diagrams.</li></ol>
3–4	<ol style="list-style-type: none"><li>i. <b>lists some</b> design specifications, which relate to the success criteria for the design of a solution</li><li>ii. <b>presents a few</b> feasible designs, using an appropriate medium(s) <b>or</b> annotation, which can be interpreted by others</li><li>iii. <b>justifies</b> the selection of the chosen design with reference to the design specification</li><li>iv. <b>creates</b> planning drawings/diagrams <b>or lists</b> requirements for the creation of the chosen solution.</li></ol>



5-6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>develops</b> design specifications, which <b>outline</b> the success criteria for the design of a solution</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) <b>and</b> annotation, which can be interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies</b> its selection with reference to the design specification</li> <li>iv. <b>develops accurate</b> planning drawings/diagrams and <b>lists</b> requirements for the creation of the chosen solution.</li> </ul>
7-8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>develops detailed</b> design specifications, which <b>explain</b> the success criteria for the design of a solution based on the analysis of the research</li> <li>ii. <b>develops a range of</b> feasible design ideas, using an appropriate medium(s) <b>and detailed</b> annotation, which can be <b>correctly</b> interpreted by others</li> <li>iii. <b>presents</b> the chosen design and <b>justifies fully and critically</b> its selection with <b>detailed</b> reference to the design specification</li> </ul>

### Criterion C: Creating the solution

Maximum: 8

At the end of year, students should be able to:

- i. construct a logical plan, which describes the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. fully justify changes made to the chosen design and plan when making the solution
- v. present the solution as a whole.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>demonstrates minimal</b> technical skills when making the solution</li><li>ii. <b>creates</b> the solution, which functions <b>poorly</b> and is presented <b>in an incomplete form</b>.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>constructs a plan</b> that contains some production details, resulting in peers having difficulty following the plan</li><li>ii. <b>demonstrates satisfactory</b> technical skills when making the solution</li><li>iii. <b>creates</b> the solution, which <b>partially</b> functions and is <b>adequately</b> presented</li><li>iv. <b>outlines</b> changes made to the chosen design and plan when making the solution.</li></ol>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>constructs a logical plan</b>, which considers time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates competent</b> technical skills when making the solution</li> <li>iii. <b>creates</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. <b>describes</b> changes made to the chosen design and plan when making the solution.</li> </ul>
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>constructs a detailed and logical plan</b>, which <b>describes</b> the efficient use of time and resources, sufficient for peers to be able to follow to create the solution</li> <li>ii. <b>demonstrates excellent</b> technical skills when making the solution.</li> <li>iii. follows the plan to <b>create</b> the solution, which functions <b>as intended</b> and is presented <b>appropriately</b></li> <li>iv. fully <b>justifies</b> changes made to the chosen design and plan when making the solution.</li> </ul>

## Criterion D: Evaluating

Maximum: 8

At the end of year, students should be able to:

- i. design detailed and relevant testing methods, which generate data, to measure the success of the solution
- ii. critically evaluate the success of the solution against the design specification
- iii. explain how the solution could be improved
- iv. explain the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student <b>does not</b> reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>designs a</b> testing <b>method</b>, which is used to measure the success of the solution</li><li>ii. <b>states</b> the success of the solution.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>designs a relevant</b> testing <b>method</b>, which generates data, to measure the success of the solution</li><li>ii. <b>outlines</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li><li>iii. <b>outlines</b> how the solution could be improved</li><li>iv. <b>outlines</b> the impact of the solution on the client/target audience.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>designs relevant</b> testing <b>methods</b>, which generate data, to measure the success of the solution</li><li>ii. <b>explains</b> the success of the solution against the design specification based on <b>relevant</b> product testing</li><li>iii. <b>describes</b> how the solution could be improved</li><li>iv. <b>explains</b> the impact of the solution on the client/target audience, <b>with guidance</b>.</li></ol>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> <li>i. <b>designs detailed and relevant testing methods</b>, which generate data, to measure the success of the solution</li> <li>ii. critically <b>evaluates</b> the success of the solution against the design specification based on <b>authentic</b> product testing</li> <li>iii. <b>explains</b> how the solution could be improved</li> <li>iv. <b>explains</b> the impact of the product on the client/target audience.</li> </ul>

## Grade Descriptors and Boundaries

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group. This total is then compared against the boundary guidelines to assign a final grade. The grade descriptor is used as a check to ensure that the numerical value awarded reflects the qualities of the student’s work.

The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.