St Brigid’s College

Year Nine and Ten

2017 Assessment Guide
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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 St Brigid’s College in understanding the assessment principles and practices associated with the International Baccalaureate Middle Years Programme (MYP).

Teaching methodologies and assessment employed at St Brigid’s College have evolved in recent years to reflect the Australian and Western Australian Curriculum and 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. [RE is not depicted on the model, however as a Catholic College, it is considered our first learning area]. 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 10) complete a major self-directed project called the Personal Project, which is researched and developed in conjunction with a staff member acting as a mentor. 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 semester two report.
Criteria Summary

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Religious Education</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Language and literature</td>
<td>Analysing</td>
<td>Organizing</td>
<td>Producing text</td>
<td>Using language</td>
</tr>
<tr>
<td>Language acquisition</td>
<td>Comprehending spoken and visual text</td>
<td>Comprehending written and visual text</td>
<td>Communicating</td>
<td>Using language</td>
</tr>
<tr>
<td>Individuals and societies</td>
<td>Knowing and understanding</td>
<td>Investigating</td>
<td>Communicating</td>
<td>Thinking critically</td>
</tr>
<tr>
<td>Sciences</td>
<td>Knowing and understanding</td>
<td>Inquiring and designing</td>
<td>Processing and evaluating</td>
<td>Reflecting on the impacts of science</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Knowing and understanding</td>
<td>Investigating patterns</td>
<td>Communicating</td>
<td>Applying mathematics in real-world contexts</td>
</tr>
<tr>
<td>Arts</td>
<td>Knowing and understanding</td>
<td>Developing skills</td>
<td>Thinking creatively</td>
<td>Responding</td>
</tr>
<tr>
<td>Physical and health education</td>
<td>Knowing and understanding</td>
<td>Planning for performance</td>
<td>Applying and performing</td>
<td>Reflecting and improving performance</td>
</tr>
<tr>
<td>Design</td>
<td>Inquiring and analysing</td>
<td>Developing ideas</td>
<td>Creating the solution</td>
<td>Evaluating</td>
</tr>
<tr>
<td>MYP projects</td>
<td>Investigating</td>
<td>Planning</td>
<td>Taking action</td>
<td>Reflecting</td>
</tr>
<tr>
<td>Interdisciplinary</td>
<td>Disciplinary grounding</td>
<td>Synthesizing and applying</td>
<td>Communicating</td>
<td>Reflecting</td>
</tr>
</tbody>
</table>
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. This is not as daunting as it sounds, as some assessments might assess more than one or all of the particular criteria for a learning area. Below is an example from the area of Individuals and Societies.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Criterion A (8)</th>
<th>Criterion B (8)</th>
<th>Criterion C (8)</th>
<th>Criterion D (8)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>8</td>
<td>8</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Poster</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leaflet</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td></td>
<td></td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Examination/Test</td>
<td></td>
<td></td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>FINAL LEVEL</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>5</td>
</tr>
</tbody>
</table>

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 58 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.

<table>
<thead>
<tr>
<th>Command term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyse</td>
<td>Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.</td>
</tr>
<tr>
<td>Annotate</td>
<td>Add brief notes to a diagram or graph.</td>
</tr>
<tr>
<td>Apply</td>
<td>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”.)</td>
</tr>
<tr>
<td>Calculate</td>
<td>Obtain a numerical answer showing the relevant stages in the working.</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or order by class or category.</td>
</tr>
<tr>
<td>Comment</td>
<td>Give a judgment based on a given statement or result of a calculation.</td>
</tr>
<tr>
<td>Compare</td>
<td>Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Compare and contrast</td>
<td>Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Construct</td>
<td>Display information in a diagrammatic or logical form.</td>
</tr>
<tr>
<td>Contrast</td>
<td>Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.</td>
</tr>
<tr>
<td>Create*</td>
<td>To evolve from one’s own thought or imagination, as a work or an invention.</td>
</tr>
<tr>
<td>Critique*</td>
<td>Provide a critical review or commentary, especially when dealing with works of art or literature. (See also “Evaluate”.)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Reach a conclusion from the information given.</td>
</tr>
<tr>
<td>Define</td>
<td>Give the precise meaning of a word, phrase, concept or physical quantity.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Make clear by reasoning or evidence, illustrating with examples or practical application.</td>
</tr>
<tr>
<td>Derive</td>
<td>Manipulate a mathematical relationship to give a new equation or relationship.</td>
</tr>
<tr>
<td>Command term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Describe</td>
<td>Give a detailed account or picture of a situation, event, pattern or process.</td>
</tr>
<tr>
<td>Design</td>
<td>Produce a plan, simulation or model.</td>
</tr>
<tr>
<td>Determine</td>
<td>Obtain the only possible answer.</td>
</tr>
<tr>
<td>Develop*</td>
<td>To improve incrementally, elaborate or expand in detail. Evolve to a more advanced or effective state.</td>
</tr>
<tr>
<td>Differentiate</td>
<td>Obtain the derivative of a function.</td>
</tr>
<tr>
<td>Discuss</td>
<td>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.</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Make clear the differences between two or more concepts or items.</td>
</tr>
<tr>
<td>Document*</td>
<td>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.</td>
</tr>
<tr>
<td>Draw</td>
<td>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.</td>
</tr>
<tr>
<td>Estimate</td>
<td>Obtain an approximate value for an unknown quantity.</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make an appraisal by weighing up the strengths and limitations. (See also “Critique”.)</td>
</tr>
<tr>
<td>Examine</td>
<td>Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.</td>
</tr>
<tr>
<td>Explain</td>
<td>Give a detailed account including reasons or causes. (See also “Justify”.)</td>
</tr>
<tr>
<td>Explore</td>
<td>Undertake a systematic process of discovery.</td>
</tr>
<tr>
<td>Find</td>
<td>Obtain an answer showing relevant stages in the working.</td>
</tr>
<tr>
<td>Formulate</td>
<td>Express precisely and systematically the relevant concept(s) or argument(s).</td>
</tr>
<tr>
<td>Hence</td>
<td>Use the preceding work to obtain the required result.</td>
</tr>
<tr>
<td>Otherwise</td>
<td>It is suggested that the preceding work is used, but other methods could also receive credit.</td>
</tr>
<tr>
<td>Identify</td>
<td>Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.</td>
</tr>
<tr>
<td>Integrate</td>
<td>Obtain the integral of a function.</td>
</tr>
<tr>
<td>Interpret</td>
<td>Use knowledge and understanding to recognize trends and draw conclusions from given information.</td>
</tr>
<tr>
<td>Investigate</td>
<td>Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.</td>
</tr>
<tr>
<td>Command term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>Justify</td>
<td>Give valid reasons or evidence to support an answer or conclusion. (See also “Explain”.)</td>
</tr>
<tr>
<td>Label</td>
<td>Add a title, labels or brief explanation(s) to a diagram or graph.</td>
</tr>
<tr>
<td>List</td>
<td>Give a sequence of brief answers with no explanation.</td>
</tr>
<tr>
<td>Measure</td>
<td>Obtain a value for a quantity.</td>
</tr>
<tr>
<td>Organize*</td>
<td>Put ideas and information into a proper or systematic order.</td>
</tr>
<tr>
<td>Outline</td>
<td>Give a brief account or summary.</td>
</tr>
<tr>
<td>Plot</td>
<td>Mark the position of points on a diagram.</td>
</tr>
<tr>
<td>Predict</td>
<td>Give an expected result of an upcoming action or event.</td>
</tr>
<tr>
<td>Present</td>
<td>Offer for display, observation, examination or consideration.</td>
</tr>
<tr>
<td>Prioritize*</td>
<td>Give relative importance to, or put in an order of preference.</td>
</tr>
<tr>
<td>Prove</td>
<td>Use a sequence of logical steps to obtain the required result in a formal way.</td>
</tr>
<tr>
<td>Select*</td>
<td>Choose from a list or group.</td>
</tr>
<tr>
<td>Show</td>
<td>Give the steps in a calculation or derivation.</td>
</tr>
<tr>
<td>Show that</td>
<td>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.</td>
</tr>
<tr>
<td>Sketch</td>
<td>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.</td>
</tr>
<tr>
<td>Solve</td>
<td>Obtain the answer(s) using algebraic and/or numerical and/or graphical methods.</td>
</tr>
<tr>
<td>State</td>
<td>Give a specific name, value or other brief answer without explanation or calculation.</td>
</tr>
<tr>
<td>Suggest</td>
<td>Propose a solution, hypothesis or other possible answer.</td>
</tr>
<tr>
<td>Summarize*</td>
<td>Abstract a general theme or major point(s).</td>
</tr>
<tr>
<td>Synthesize*</td>
<td>Combine different ideas in order to create new understanding.</td>
</tr>
<tr>
<td>To what extent</td>
<td>Consider the merits or other wise of an argument or concept. Opinions and conclusions should be presented clearly and supported with appropriate evidence and sound argument.</td>
</tr>
<tr>
<td>Trace</td>
<td>Follow and record the action of an algorithm.</td>
</tr>
<tr>
<td>Use</td>
<td>Apply knowledge or rules to put theory into practice. (See also “Apply”.)</td>
</tr>
<tr>
<td>Verify</td>
<td>Provide evidence that validates the result.</td>
</tr>
<tr>
<td>Write down</td>
<td>Obtain the answer(s), usually by extracting information. Little or no calculation is required. Working does not need to be shown.</td>
</tr>
</tbody>
</table>
Religious Education

Criterion A: Knowing and understanding

Maximum: 8
At the end of year, students should be able to:

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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. uses limited relevant terminology</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. uses some terminology accurately and appropriately</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. uses a range of terminology accurately and appropriately</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. consistently uses a wide range of terminology effectively</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. formulates a research question that is clear or focused and describes its relevance  
  ii. formulates a limited action plan to investigate a research question or does not follow a plan  
  iii. collects and records limited information, not always consistent with the research question  
  iv. makes a limited evaluation of the process and results of the investigation. |
| 3–4               | The student:  
  i. formulates a research question that is clear and focused and describes its relevance in detail  
  ii. formulates and somewhat follows a partial action plan to investigate a research question  
  iii. uses a research method(s) to collect and record mostly relevant information  
  iv. evaluates some aspects of the process and results of the investigation. |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. formulates a <strong>clear</strong> and <strong>focused</strong> research question and <strong>explains</strong> its relevance</td>
</tr>
<tr>
<td></td>
<td>ii. formulates and follows a <strong>substantial</strong> action plan to investigate a research question</td>
</tr>
<tr>
<td></td>
<td>iii. uses research method(s) to collect and record <strong>appropriate</strong>, <strong>relevant</strong> information</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>evaluates</strong> the process and results of the investigation.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. formulates a <strong>clear</strong> and <strong>focused</strong> research question and <strong>justifies</strong> its relevance</td>
</tr>
<tr>
<td></td>
<td>ii. formulates and <strong>effectively</strong> follows a <strong>comprehensive</strong> action plan to investigate a research question</td>
</tr>
<tr>
<td></td>
<td>iii. uses research methods to collect and record <strong>appropriate</strong>, <strong>varied and relevant</strong> information</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>thoroughly</strong> evaluates the investigation process and results.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates information and ideas in a limited way, using a style that is limited in its appropriateness to the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>ii. structures information and ideas according to the specified format in a limited way</td>
</tr>
<tr>
<td></td>
<td>iii. documents sources of information in a limited way.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>ii. structures information and ideas in a way that is somewhat appropriate to the specified format</td>
</tr>
<tr>
<td></td>
<td>iii. sometimes documents sources of information using a recognized convention.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>ii. structures information and ideas in a way that is mostly appropriate to the specified format</td>
</tr>
<tr>
<td></td>
<td>iii. often documents sources of information using a recognized convention.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates information and ideas <strong>effectively</strong> and <strong>accurately</strong> by using a style that is <strong>completely</strong> appropriate to the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>ii. structures information and ideas in a way that is <strong>completely</strong> appropriate to the specified format</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>consistently</strong> documents sources of information using a recognized convention.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>analyses</strong> concepts, issues, models, visual representation and theories to a <strong>limited extent</strong></td>
</tr>
<tr>
<td></td>
<td>ii. <strong>summarizes</strong> information to a <strong>limited extent</strong> to make arguments</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>describes a limited number of</strong> sources/data in terms of origin and purpose and recognizes <strong>nominal</strong> value and limitations</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>identifies</strong> different perspectives and <strong>minimal</strong> implications.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>analyses</strong> concepts, issues, models, visual representation and theories</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>summarizes</strong> information to make arguments</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>analyses and/or evaluates</strong> sources/data in terms of origin and purpose, recognizing <strong>some</strong> value and limitations</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>interprets</strong> different perspectives and <strong>some</strong> of their implications.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>discusses</strong> concepts, issues, models, visual representation and theories</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>synthesizes</strong> information to make <strong>valid</strong> arguments</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>effectively analyses and evaluates</strong> a <strong>range</strong> of sources/data in terms of origin and purpose, <strong>usually</strong> recognizing value and limitations</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>interprets</strong> different perspectives and their implications.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tbody>
</table>
| 7–8               | The student:  
|                   | i. completes a **detailed discussion** of concepts, issues, models, visual representation and theories  
|                   | ii. **synthesizes** information to make **valid, well-supported** arguments  
|                   | iii. **effectively analyses** and **evaluates a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations  
|                   | iv. **thoroughly interprets a range** of different perspectives and their implications. |


**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. demonstrates **limited** knowledge and understanding of the art form studied, including concepts, processes, and **limited** use of subject-specific terminology  
  ii. demonstrates **limited** understanding of the role of the art form in original or displaced contexts  
  iii. demonstrates **limited** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 3–4               | The student:  
  i. demonstrates **adequate** knowledge and understanding of the art form studied, including concepts, processes, and **adequate** use of subject-specific terminology  
  ii. demonstrates **adequate** understanding of the role of the art form in original or displaced contexts  
  iii. demonstrates **adequate** use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 5–6               | The student:  
  i. demonstrates **substantial** knowledge and understanding of the art form studied, including concepts, processes, and **substantial** use of subject-specific terminology  
  ii. demonstrates **substantial** understanding of the role of the art form in original or displaced contexts  
  iii. demonstrates **substantial** use of acquired knowledge to purposefully inform artistic decisions. |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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<tbody>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. demonstrates <strong>excellent</strong> knowledge and understanding of the art form studied, including concepts, processes, and <strong>excellent</strong> use of subject-specific terminology</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates <strong>excellent</strong> understanding of the role of the art form in original or displaced contexts</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrates <strong>excellent</strong> use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:
|                   | i. demonstrates limited acquisition and development of the skills and techniques of the art form studied
|                   | ii. demonstrates limited application of skills and techniques to create, perform and/or present art. |
| 3–4               | The student:
|                   | i. demonstrates adequate acquisition and development of the skills and techniques of the art form studied
|                   | ii. demonstrates adequate application of skills and techniques to create, perform and/or present art. |
| 5–6               | The student:
|                   | i. demonstrates substantial acquisition and development of the skills and techniques of the art form studied
|                   | ii. demonstrates substantial application of skills and techniques to create, perform and/or present art. |
| 7–8               | The student:
|                   | i. demonstrates excellent acquisition and development of the skills and techniques of the art form studied
|                   | ii. demonstrates excellent application of skills and techniques to create, perform and/or present art. |
**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.

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<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
                      i. develops a **limited** artistic intention that is **rarely** feasible, clear, imaginative or coherent  
                      ii. demonstrates a **limited** range or depth of creative-thinking behaviours  
                      iii. demonstrates **limited** exploration of ideas to shape artistic intention that **may reach** a point of realization. |
| 3–4               | The student:  
                      i. develops an **adequate** artistic intention that is **occasionally** feasible, clear, imaginative and/or coherent  
                      ii. demonstrates an **adequate** range and depth of creative-thinking behaviours  
                      iii. demonstrates **adequate** exploration of ideas to shape artistic intention **through to** a point of realization.  |
| 5–6               | The student:  
                      i. develops a **substantial** artistic intention that is **often** feasible, clear, imaginative and coherent  
                      ii. demonstrates a **substantial** range and depth of creative-thinking behaviours  
                      iii. demonstrates **substantial** exploration of ideas to **purposefully** shape artistic intention **through to** a point of realization.  |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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<tbody>
<tr>
<td>7-8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. develops an <strong>excellent</strong> artistic intention that is <strong>consistently</strong> feasible, clear, imaginative <strong>and</strong> coherent</td>
</tr>
<tr>
<td></td>
<td>ii. demonstrates an <strong>excellent</strong> range and depth of creative-thinking behaviours</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrates <strong>excellent</strong> exploration of ideas to <strong>effectively</strong> shape artistic intention <strong>through to</strong> a point of realization.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. constructs **limited** meaning and **may** transfer learning to new settings  
|                   | ii. creates a **limited** artistic response that **may** intend to reflect or impact on the world around him or her  
|                   | iii. presents a **limited** critique of the artwork of self and others. |
| 3–4               | The student:  
|                   | i. constructs **adequate** meaning and **occasionally** transfers learning to new settings  
|                   | ii. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her  
|                   | iii. presents an **adequate** critique of the artwork of self and others. |
| 5–6               | The student:  
|                   | i. constructs **appropriate** meaning and **regularly** transfers learning to new settings  
|                   | ii. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her  
<p>|                   | iii. presents a <strong>substantial</strong> critique of the artwork of self and others. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. constructs meaning <strong>with depth and insight</strong> and <strong>effectively</strong> transfers learning to new settings</td>
</tr>
<tr>
<td></td>
<td>ii. creates an <strong>excellent</strong> artistic response that intends to <strong>effectively</strong> reflect or impact on the world around him or her</td>
</tr>
<tr>
<td></td>
<td>iii. presents an <strong>excellent</strong> critique of the artwork of self and others.</td>
</tr>
</tbody>
</table>
**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.

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<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. uses **limited** relevant terminology  
|                   | ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3–4               | The student:  
|                   | i. uses **some** terminology **accurately** and **appropriately**  
|                   | ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5–6               | The student:  
|                   | i. uses a **range** of terminology **accurately** and **appropriately**  
|                   | ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7–8               | The student:  
|                   | i. **consistently** uses a **wide range** of terminology **effectively**  
|                   | ii. demonstrates **excellent** knowledge and understanding of content and concepts through **thorough, accurate** descriptions, explanations and examples. |
**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.

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<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1–2               | The student:  
|                   | i. formulates a research question that is clear **or** focused and **describes** its relevance  
|                   | ii. formulates a **limited** action plan to investigate a research question or does not follow a plan  
|                   | iii. collects and records **limited** information, not always consistent with the research question  
|                   | iv. makes a **limited** evaluation of the process and results of the investigation. |
| 3–4               | The student:  
|                   | i. formulates a research question that is **clear** and **focused** and **describes** its relevance in detail  
|                   | ii. formulates and **somewhat** follows a **partial** action plan to investigate a research question  
|                   | iii. uses a research method(s) to collect and record **mostly relevant** information  
<p>|                   | iv. evaluates <strong>some</strong> aspects of the process and results of the investigation. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
</table>
| **5–6** | The student:  
  i. formulates a **clear** and **focused** research question and **explains** its relevance  
  ii. formulates and follows a **substantial** action plan to investigate a research question  
  iii. uses research method(s) to collect and record **appropriate**, **relevant** information  
  iv. **evaluates** the process and results of the investigation. |
| **7–8** | The student:  
  i. formulates a **clear** and **focused** research question and **justifies** its relevance  
  ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question  
  iii. uses research methods to collect and record **appropriate**, **varied and relevant** information  
  iv. **thoroughly** evaluates the investigation process and results. |
**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.

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<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. communicates information and ideas in a **limited way**, using a style that is **limited** in its appropriateness to the audience and purpose  
|                   | ii. structures information and ideas according to the specified format in a **limited way**  
|                   | iii. documents sources of information in a **limited way**. |
| 3–4               | The student:  
|                   | i. communicates information and ideas **satisfactorily** by using a style that is **somewhat** appropriate to the audience and purpose  
|                   | ii. structures information and ideas in a way that is **somewhat** appropriate to the specified format  
|                   | iii. **sometimes** documents sources of information using a recognized convention. |
| 5–6               | The student:  
|                   | i. communicates information and ideas **accurately** by using a style that is **mostly** appropriate to the audience and purpose  
|                   | ii. structures information and ideas in a way that is **mostly** appropriate to the specified format  
<p>|                   | iii. <strong>often</strong> documents sources of information using a recognized convention. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>7-8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates information and ideas <strong>effectively</strong> and <strong>accurately</strong> by using a style that is <strong>completely</strong> appropriate to the audience and purpose</td>
</tr>
<tr>
<td></td>
<td>ii. structures information and ideas in a way that is <strong>completely</strong> appropriate to the specified format</td>
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<tr>
<td></td>
<td>iii. <strong>consistently</strong> documents sources of information using a recognized convention.</td>
</tr>
</tbody>
</table>
**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.

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<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. analyses concepts, issues, models, visual representation and theories to a limited extent  
  ii. summarizes information to a limited extent to make arguments  
  iii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitations  
  iv. identifies different perspectives and minimal implications. |
| 3–4               | The student:  
  i. analyses concepts, issues, models, visual representation and theories  
  ii. summarizes information to make arguments  
  iii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitations  
  iv. interprets different perspectives and some of their implications. |
| 5–6               | The student:  
  i. discusses concepts, issues, models, visual representation and theories  
  ii. synthesizes information to make valid arguments  
  iii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitations  
  iv. interprets different perspectives and their implications. |
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<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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<tbody>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. completes a <strong>detailed discussion</strong> of concepts, issues, models, visual representation and theories</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>synthesizes</strong> information to make <strong>valid, well-supported</strong> arguments</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>effectively analyses</strong> and <strong>evaluates a range</strong> of sources/data in terms of origin and purpose, <strong>consistently</strong> recognizing value and limitations</td>
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<tr>
<td></td>
<td>iv. <strong>thoroughly interprets</strong> a <strong>range</strong> of different perspectives and their implications.</td>
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</table>
Interdisciplinary Unit

Criterion A: Disciplinary grounding

Maximum: 8
In the Interdisciplinary unit, students should:

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

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<tr>
<th>Achievement</th>
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<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. demonstrates <em>limited</em> relevant disciplinary grounding.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. demonstrates <em>some</em> relevant disciplinary grounding.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. demonstrates <em>most necessary</em> relevant disciplinary grounding.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. demonstrates <em>extensive necessary</em> relevant disciplinary grounding.</td>
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</table>
**Criterion B: Synthesizing**

Maximum: 8

In the Interdisciplinary unit, students should:

i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

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<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1–2         | The student:  
|             | i. **establishes few and/or superficial** connections between disciplines. |
| 3–4         | The student:  
|             | i. **connects** disciplinary knowledge to achieve **adequate** understanding. |
| 5–6         | The student:  
|             | i. **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** interdisciplinary understanding. |
| 7–8         | The student:  
|             | i. **synthesizes** disciplinary knowledge to demonstrate **consistent, thorough** and **insightful** interdisciplinary understanding. |
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.

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<tr>
<td>0</td>
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</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates interdisciplinary understanding with little structure, clarity or coherence.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates interdisciplinary understanding with some organization and coherence, recognizing appropriate forms or media</td>
</tr>
<tr>
<td></td>
<td>ii. lists sources.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates interdisciplinary understanding that is generally organized, clear and coherent, beginning to use selected forms or media effectively</td>
</tr>
<tr>
<td></td>
<td>ii. documents relevant sources using a recognized convention.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. communicates interdisciplinary understanding that is consistently well structured, clear and coherent, using selected forms or media effectively</td>
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<tr>
<td></td>
<td>ii. consistently documents well-chosen sources using a recognized convention.</td>
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</tbody>
</table>
**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.

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<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1–2         | The student is able to:  
  i. demonstrates **limited** reflection on his or her development of interdisciplinary understanding  
  ii. **describes superficially** the limitations or benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| 3–4         | The student is able to:  
  i. demonstrates **adequate** reflection on his or her development of interdisciplinary understanding  
  ii. **describes some** benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations. |
| 5–6         | The student is able to:  
  i. demonstrates **significant** reflection on his or her development of interdisciplinary understanding.  
  ii. **explains** the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations. |
| 7–8         | The student is able to:  
  i. demonstrates **thorough and nuanced** reflection on his or her development of interdisciplinary understanding.  
  ii. **evaluates thoroughly and with sophistication** the limitations and benefits of disciplinary and interdisciplinary knowledge and **ways of knowing** in specific situations. |
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.

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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
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<tr>
<td></td>
<td>ii. provides limited analysis of the effects of the creator’s choices on an audience</td>
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<td></td>
<td>iii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology</td>
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<tr>
<td></td>
<td>iv. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among texts</td>
</tr>
<tr>
<td></td>
<td>ii. provides adequate analysis of the effects of the creator’s choices on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology</td>
</tr>
<tr>
<td></td>
<td>iv. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>competently</strong> analyses the content, context, language,</td>
</tr>
<tr>
<td></td>
<td>structure, technique, style of text(s) and the relationship</td>
</tr>
<tr>
<td></td>
<td>among texts</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>competently</strong> analyses the effects of the creator’s</td>
</tr>
<tr>
<td></td>
<td>choices on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>sufficiently</strong> justifies opinions and ideas with</td>
</tr>
<tr>
<td></td>
<td>examples and explanations uses <strong>accurate</strong> terminology</td>
</tr>
<tr>
<td></td>
<td>iv. evaluates <strong>substantial</strong> similarities and differences</td>
</tr>
<tr>
<td></td>
<td>by making connections in features across and within genres</td>
</tr>
<tr>
<td></td>
<td>and texts.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. provides <strong>perceptive</strong> analysis of the content, context,</td>
</tr>
<tr>
<td></td>
<td>language, structure, technique, style of text(s) and the</td>
</tr>
<tr>
<td></td>
<td>relationship among texts</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>perceptively</strong> analyses the effects of the creator’s</td>
</tr>
<tr>
<td></td>
<td>choices on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. gives <strong>detailed justification of</strong> opinions and ideas</td>
</tr>
<tr>
<td></td>
<td>with a range of examples, and <strong>thorough</strong> explanations; uses</td>
</tr>
<tr>
<td></td>
<td><strong>accurate</strong> terminology</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>perceptively compares and contrasts</strong> by making <strong>extensive</strong></td>
</tr>
<tr>
<td></td>
<td>connections in features across and within genres and texts.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. makes minimal use of organizational structures though these may not always serve the context and intention  
|                   | ii. organizes opinions and ideas with a minimal degree of coherence and logic  
|                   | iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| 3–4               | The student:  
|                   | i. makes adequate use of organizational structures that serve the context and intention  
|                   | ii. organizes opinions and ideas with some degree of coherence and logic  
|                   | iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5–6               | The student:  
|                   | i. makes competent use of organizational structures that serve the context and intention  
|                   | ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other  
<p>|                   | iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. |</p>
<table>
<thead>
<tr>
<th>7–8</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>makes <strong>sophisticated</strong> use of organizational structures that serve the context and intention <strong>effectively</strong></td>
</tr>
<tr>
<td>ii.</td>
<td><strong>effectively</strong> organizes opinions and ideas in a <strong>sustained</strong>, <strong>coherent and logical</strong> manner with ideas building on each other in a <strong>sophisticated</strong> way</td>
</tr>
<tr>
<td>iii.</td>
<td>makes <strong>excellent</strong> use of referencing and formatting tools to create an</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. produces texts that demonstrate <strong>limited</strong> personal engagement with the creative process; demonstrates a <strong>limited</strong> degree of insight, imagination and sensitivity and <strong>minimal</strong> exploration of, and critical reflection on, new perspectives and ideas</td>
</tr>
<tr>
<td></td>
<td>ii. makes <strong>minimal</strong> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <strong>limited</strong> awareness of impact on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. selects <strong>few</strong> relevant details and examples to develop ideas.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. produces texts that demonstrate <strong>adequate</strong> personal engagement with the creative process; demonstrates <strong>some</strong> insight, imagination and sensitivity and <strong>some</strong> exploration of, and critical reflection on, new perspectives and ideas</td>
</tr>
<tr>
<td></td>
<td>ii. makes <strong>some</strong> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <strong>adequate</strong> awareness of impact on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. selects <strong>some</strong> relevant details and examples to develop ideas.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. produces texts that demonstrate <em>considerable</em> personal engagement with the creative process; demonstrates <em>considerable</em> insight, imagination and sensitivity and <em>substantial</em> exploration of, and critical reflection on, new perspectives and ideas</td>
</tr>
<tr>
<td></td>
<td>ii. makes <em>thoughtful</em> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <em>good</em> awareness of impact on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. selects <em>sufficient</em> relevant details and examples to develop ideas.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. produces texts that demonstrate a <em>high degree</em> of personal engagement with the creative process; demonstrates a <em>high degree</em> of insight, imagination and sensitivity and <em>perceptive</em> exploration of, and critical reflection on, new perspectives and ideas</td>
</tr>
<tr>
<td></td>
<td>ii. makes <em>perceptive</em> stylistic choices in terms of linguistic, literary and visual devices, demonstrating <em>good</em> awareness of impact on an audience</td>
</tr>
<tr>
<td></td>
<td>iii. selects <em>extensive</em> relevant details and examples to develop ideas with <em>precision</em>.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. uses a limited range of appropriate vocabulary and forms of expression  
  ii. writes and speaks in an inappropriate register and style that do not serve the context and intention  
  iii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communication  
  iv. spells/writes and pronounces with limited accuracy; errors often hinder communication  
  v. makes limited and/or inappropriate use of non-verbal communication techniques. |
| 3–4               | The student:  
  i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expression  
  ii. sometimes writes and speaks in a register and style that serve the context and intention  
  iii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communication  
  iv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communication  
  v. makes some use of appropriate non-verbal communication techniques. |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. uses a <strong>varied range</strong> of appropriate vocabulary, sentence structures and forms of expression <strong>competently</strong></td>
</tr>
<tr>
<td></td>
<td>ii. writes and speaks <strong>competently</strong> in a register and style that serve the context and intention</td>
</tr>
<tr>
<td></td>
<td>iii. uses grammar, syntax and punctuation with a <strong>considerable degree</strong> of accuracy; errors <strong>do not hinder</strong> effective communication</td>
</tr>
<tr>
<td></td>
<td>iv. spells/writes and pronounces with a <strong>considerable degree</strong> of accuracy; errors <strong>do not hinder</strong> effective communication</td>
</tr>
<tr>
<td></td>
<td>v. makes <strong>sufficient</strong> use of appropriate non-verbal communication techniques.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>effectively</strong> uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
</tr>
<tr>
<td></td>
<td>ii. writes and speaks in a <strong>consistently appropriate</strong> register and style that serve the context and intention</td>
</tr>
<tr>
<td></td>
<td>iii. uses grammar, syntax and punctuation with a <strong>high degree</strong> of accuracy; errors are minor and communication is <strong>effective</strong></td>
</tr>
<tr>
<td></td>
<td>iv. spells/writes and pronounces with a <strong>high degree</strong> of accuracy; errors are minor and communication is <strong>effective</strong></td>
</tr>
<tr>
<td></td>
<td>v. makes <strong>effective</strong> use of appropriate non-verbal communication techniques.</td>
</tr>
</tbody>
</table>
Language Acquisition: Year 9: French/Italian. Year 10: Japanese/French/Italian

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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. identifies minimal basic facts, messages, main ideas and supporting details  
  ii. has limited awareness of basic conventions  
  iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text.  

The student shows limited understanding of the content, context and concepts of the text as a whole. |
| 3–4               | The student:  
  i. identifies some basic facts, messages, main ideas and supporting details  
  ii. has some awareness of basic conventions  
  iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.  

The student shows some understanding of the content, context and concepts of the text as a whole. |
| 5–6               | The student:  
  i. identifies most basic facts, messages, main ideas and supporting details  
  ii. has considerable awareness of basic conventions  
  iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.  

The student shows considerable understanding of the content, context and concepts of the text as a whole. |
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <em>clearly</em> identifies basic facts, messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has <em>excellent</em> awareness of basic conventions</td>
</tr>
<tr>
<td></td>
<td>iii. engages <em>thoroughly</em> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
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</tbody>
</table>

The student shows *thorough* understanding of the content, context and concepts of the text as a whole.
**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.

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<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies minimal basic facts, messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has limited awareness of basic aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows limited understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies some basic facts, messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has some awareness of basic aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows some understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies most basic facts, messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has considerable awareness of basic aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows considerable understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>clearly</strong> identifies basic facts, messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>excellent</strong> awareness of basic aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>thoroughly</strong> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>thorough</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate</td>
</tr>
<tr>
<td></td>
<td>ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language</td>
</tr>
<tr>
<td></td>
<td>iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with a limited sense of audience.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate</td>
</tr>
<tr>
<td></td>
<td>ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language</td>
</tr>
<tr>
<td></td>
<td>iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with some sense of audience.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language</td>
</tr>
<tr>
<td></td>
<td>iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics’</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with a considerable sense of audience.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<td>-------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds <strong>in detail</strong> and <strong>appropriately</strong> to simple short phrases and basic information in spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>confidently</strong> in simple and rehearsed exchanges, using verbal and non-verbal language</td>
</tr>
<tr>
<td></td>
<td>iii. uses basic phrases <strong>effectively</strong> to communicate ideas, feelings and information on a <strong>variety</strong> of aspects of everyday topics</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with an <strong>excellent</strong> sense of audience.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>has difficulty</strong> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <strong>many errors</strong>, making understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes <strong>limited</strong> basic information, and basic cohesive devices are <strong>not used</strong></td>
</tr>
<tr>
<td></td>
<td>iii. makes <strong>minimal</strong> use of language to suit the context.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <strong>some inappropriate choices</strong>; when speaking, uses pronunciation and intonation with <strong>some errors</strong>, some of which make understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes <strong>some</strong> basic information and uses a <strong>limited range</strong> of basic cohesive devices, not always appropriately</td>
</tr>
<tr>
<td></td>
<td>iii. uses language to suit the context to <strong>some degree.</strong></td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks making <strong>good</strong> use of a basic range of vocabulary, grammatical structures and conventions, <strong>generally accurately</strong>; when speaking, uses pronunciation and intonation with <strong>some errors</strong>, though these do not interfere with comprehensibility</td>
</tr>
<tr>
<td></td>
<td>ii. organizes basic information and uses a <strong>limited</strong> range of basic cohesive devices accurately</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>usually</strong> uses language to suit the context.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks <strong>effectively</strong> using a basic range of vocabulary, grammatical structures and conventions <strong>accurately</strong>; when speaking, uses clear pronunciation and <strong>excellent</strong> intonation, making communication easy</td>
</tr>
<tr>
<td></td>
<td>ii. organizes basic information <strong>clearly</strong> and uses a range of basic cohesive devices accurately</td>
</tr>
<tr>
<td></td>
<td>iii. uses language <strong>effectively</strong> to suit the context.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:
| i.                | shows **minimal** understanding of messages, main ideas and supporting details |
| ii.               | has **limited** awareness of basic conventions |
| iii.              | engages **minimally** with the spoken and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a personal response to the text. |
|                   | The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3–4               | The student:
<p>| i.                | shows <strong>some</strong> understanding of messages, main ideas and supporting details |
| ii.               | has <strong>some</strong> awareness of basic conventions |
| iii.              | engages <strong>adequately</strong> with the spoken and visual text by identifying some ideas, opinions and attitudes and by making <strong>some</strong> personal response to the text. |
|                   | The student shows <strong>some</strong> understanding of the content, context and concepts of the text as a whole. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5–6</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>considerable</strong> understanding of messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>considerable</strong> awareness of basic conventions</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>considerably</strong> with the spoken and visual text by identifying <strong>most</strong> ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>considerable</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>excellent</strong> understanding of messages, main ideas and supporting details</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>excellent</strong> awareness of basic conventions</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>thoroughly</strong> with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>thorough</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies <strong>minimal</strong> basic facts and main ideas but <strong>few</strong> supporting details; is not <strong>able</strong> to draw conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>limited</strong> awareness of basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>minimally</strong> with the written and visual text by identifying <strong>few</strong> ideas, opinions and attitudes; <strong>has difficulty</strong> making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>limited</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies <strong>some</strong> basic facts, main ideas and supporting details; is <strong>not always</strong> able to draw conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. recognizes <strong>some</strong> basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>adequately</strong> with the written and visual text by identifying <strong>some</strong> ideas, opinions and attitudes and by making <strong>some</strong> personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>some</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. identifies <strong>most</strong> basic facts, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. recognizes <strong>most</strong> basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>considerably</strong> with the written and visual text by identifying <strong>most</strong> ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>considerable</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>clearly</strong> identifies basic facts, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>clearly</strong> recognizes basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>thoroughly</strong> with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>thorough</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. makes <strong>limited</strong> attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are <strong>often inappropriate</strong></td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>minimally</strong> in basic structured exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. uses <strong>minimal</strong> phrases to communicate ideas, feelings and information in a <strong>limited range</strong> of familiar situations</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with a <strong>limited</strong> sense of audience.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. respond to simple short phrases and <strong>some</strong> basic information in spoken and/or written and/or visual text, though <strong>some responses may be inappropriate</strong></td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>to some degree</strong> in basic structured exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. uses <strong>some</strong> phrases to communicate ideas, feelings and information in a <strong>limited range</strong> of familiar situations; ideas are not always relevant or detailed</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with <strong>some</strong> sense of audience.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds <strong>appropriately</strong> to simple short phrases and basic information in spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>considerably</strong> in basic structured exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. uses phrases to communicate ideas, feelings and information in <strong>some</strong> familiar situations; ideas are relevant and detailed</td>
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<tr>
<td></td>
<td>iv. communicates with a <strong>considerable</strong> sense of audience.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts confidently in basic structured exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with an excellent sense of audience.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The student <em>does not</em> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>has difficulty</strong> to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with <strong>many errors</strong>, making understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes <strong>limited</strong> basic information and ideas, and basic cohesive devices are <strong>not used</strong></td>
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<tr>
<td></td>
<td>iii. makes <strong>minimal</strong> use of language to suit the context.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with <strong>some inappropriate choices</strong>; when speaking, uses pronunciation and intonation with <strong>some errors</strong>, some of which make understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes <strong>some</strong> basic information and ideas, and uses a <strong>limited</strong> range of basic cohesive devices, not always appropriately</td>
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<tr>
<td></td>
<td>iii. uses language to suit the context to <strong>some degree</strong>.</td>
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<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<td>-----------------</td>
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<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks making <strong>good</strong> use of a basic range of vocabulary, grammatical structures and conventions, <strong>generally accurately</strong>; when speaking, uses pronunciation and intonation with <strong>some errors</strong>, though these do not interfere with comprehensibility</td>
</tr>
<tr>
<td></td>
<td>ii. organizes basic information and ideas <strong>well</strong>, and uses a <strong>limited</strong> range of basic cohesive devices <strong>accurately</strong></td>
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<td></td>
<td>iii. <strong>usually</strong> uses language to suit the context.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks <strong>effectively</strong> using a basic range of vocabulary, grammatical structures and conventions <strong>accurately</strong>; <strong>occasional errors do not interfere with communication</strong>. When speaking, uses <strong>clear</strong> pronunciation and excellent intonation, making communication easy</td>
</tr>
<tr>
<td></td>
<td>ii. organizes basic information and ideas <strong>clearly</strong>, and uses a range of basic cohesive devices <strong>accurately</strong>; <strong>there is a logical structure and cohesive devices add clarity to the message</strong></td>
</tr>
<tr>
<td></td>
<td>iii. uses language <strong>effectively</strong> to suit the context.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student: i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. The student shows limited understanding of the content, context</td>
</tr>
<tr>
<td>3–4</td>
<td>The student: i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. has some understanding of conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. The student shows some understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>considerable</strong> understanding of information, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>considerable</strong> understanding of conventions</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>considerably</strong> with the spoken and visual text by identifying <strong>most</strong> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>considerable</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>excellent</strong> understanding of information, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. has <strong>excellent</strong> understanding of conventions</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>thoroughly</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>thorough</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
  i. shows **minimal** understanding of information, main ideas and supporting details, and is **not able** to draw conclusions  
  ii. has **limited** understanding of basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **minimally** with the written and visual text by identifying **few** ideas, opinions and attitudes; **has difficulty** making a response to the text based on personal experiences and opinions.  
  The student shows **limited** understanding of the content, context and concepts of the text as a whole. |
| 3–4               | The student:  
  i. shows **some** understanding of information, main ideas and supporting details, and draws **some** conclusions  
  ii. understands **some** basic conventions including aspects of format and style, and author’s purpose for writing  
  iii. engages **adequately** with the written and visual text by identifying **some** ideas, opinions and attitudes and by making **some** response to the text based on personal experiences and opinions.  
  The student shows **some** understanding of the content, context and concepts of the text as a whole. |
<table>
<thead>
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<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>considerable</strong> understanding of information, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. understands <strong>most</strong> basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>considerably</strong> with the written and visual text by identifying <strong>most</strong> ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>considerable</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. shows <strong>excellent</strong> understanding of information, main ideas and supporting details, and draws conclusions</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>clearly</strong> understands basic conventions including aspects of format and style, and author’s purpose for writing</td>
</tr>
<tr>
<td></td>
<td>iii. engages <strong>thoroughly</strong> 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.</td>
</tr>
<tr>
<td></td>
<td>The student shows <strong>thorough</strong> understanding of the content, context and concepts of the text as a whole.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
i. makes **limited** attempt to respond to spoken and/or written and/or visual text; responses are **often inappropriate**  
ii. interacts **minimally** in rehearsed and unrehearsed exchanges  
iii. expresses **few** ideas and feelings and communicates **minimal** information in familiar and some unfamiliar situations  
iv. communicates with a **limited** sense of audience and purpose. |
| 3–4               | The student:  
i. responds to spoken and/or written and/or visual text, though **some responses may be inappropriate**  
ii. interacts **to some degree** in rehearsed and unrehearsed exchanges  
iii. expresses **some** ideas and feelings and communicates **some** information in familiar and some unfamiliar situations; ideas are not always relevant or detailed  
v. communicates with **some** sense of audience and purpose. |
<table>
<thead>
<tr>
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<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds <strong>appropriately</strong> to spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>considerably</strong> in rehearsed and unrehearsed exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with a <strong>considerable</strong> sense of audience and purpose.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. responds <strong>in detail</strong> and <strong>appropriately</strong> to spoken and/or written and/or visual text</td>
</tr>
<tr>
<td></td>
<td>ii. interacts <strong>confidently</strong> in rehearsed and unrehearsed exchanges</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>effectively</strong> expresses a <strong>wide range</strong> of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations</td>
</tr>
<tr>
<td></td>
<td>iv. communicates with an <strong>excellent</strong> sense of audience and purpose.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes limited information and ideas, and basic cohesive devices are not used</td>
</tr>
<tr>
<td></td>
<td>iii. makes minimal use of language to suit the context.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult</td>
</tr>
<tr>
<td></td>
<td>ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately</td>
</tr>
<tr>
<td></td>
<td>iii. uses language to suit the context to some degree.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td><strong>5–6</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks making <strong>good</strong> use of a basic range of vocabulary, grammatical structures and conventions, <strong>generally accurately</strong>; when speaking, uses pronunciation and intonation with <strong>some errors</strong>, though these do not interfere with comprehensibility</td>
</tr>
<tr>
<td></td>
<td>ii. organizes information and ideas <strong>well</strong>, and uses a <strong>limited</strong> range of basic cohesive devices <strong>accurately</strong></td>
</tr>
<tr>
<td></td>
<td>iii. <strong>usually</strong> uses language to suit the context.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. writes/speaks <strong>effectively</strong> using a basic range of vocabulary, grammatical structures and conventions <strong>accurately</strong>; <strong>occasional errors do not interfere with communication</strong>. When speaking, uses <strong>clear</strong> pronunciation and excellent intonation, making communication easy</td>
</tr>
<tr>
<td></td>
<td>ii. organizes information and ideas <strong>clearly</strong>, and uses a range of basic cohesive devices accurately; there is a <strong>logical</strong> structure and cohesive devices add <strong>clarity</strong> to the message</td>
</tr>
<tr>
<td></td>
<td>iii. uses language <strong>effectively</strong> to suit the context.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. select appropriate mathematics when solving <em>simple problems in familiar situations</em></td>
</tr>
<tr>
<td></td>
<td>ii. apply the selected mathematics successfully when solving these problems</td>
</tr>
<tr>
<td></td>
<td>iii. generally solve these problems correctly in a variety of contexts.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. select appropriate mathematics when solving <em>more complex problems in familiar situations</em></td>
</tr>
<tr>
<td></td>
<td>ii. apply the selected mathematics successfully when solving these problems</td>
</tr>
<tr>
<td></td>
<td>iii. generally solve these problems correctly in a variety of contexts.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. select appropriate mathematics when solving <em>challenging problems in familiar situations</em></td>
</tr>
<tr>
<td></td>
<td>ii. apply the selected mathematics successfully when solving these problems</td>
</tr>
<tr>
<td></td>
<td>iii. generally solve these problems correctly in a variety of contexts.</td>
</tr>
</tbody>
</table>
| 7–8  | The student is able to:  
|      | i. select appropriate mathematics when solving **challenging problems** in both **familiar and unfamiliar situations**  
|      | ii. apply the selected mathematics successfully when solving these problems  
|      | iii. generally solve these problems correctly in a variety of contexts. |
## Criterion B: Investigating patterns

**Maximum:** 8  
At the end of year, students should be able to:

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

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student is able to:  
   1. **apply, with teacher support**, mathematical problem-solving techniques to discover **simple patterns**  
   2. **state predictions** consistent with patterns. |
| 3–4               | The student is able to:  
   1. **apply** mathematical problem-solving techniques to discover **simple patterns**  
   2. **suggest general rules** consistent with **findings**. |
| 5–6               | The student is able to:  
   1. **select and apply** mathematical problem-solving techniques to discover **complex patterns**  
   2. **describe patterns** as general rules consistent with **findings**  
   3. **verify** the validity of these general rules. |
| 7–8               | The student is able to:  
   1. **select and apply** mathematical problem-solving techniques to discover **complex patterns**  
   2. **describe patterns** as general rules consistent with **correct findings**  
   3. **prove, or verify and justify**, these general rules. |
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. use <strong>limited</strong> mathematical language</td>
</tr>
<tr>
<td></td>
<td>ii. use <strong>limited</strong> forms of mathematical representation to present information</td>
</tr>
<tr>
<td></td>
<td>iii. communicate through lines of reasoning that are <strong>difficult to interpret</strong>.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. use <strong>some appropriate</strong> mathematical language</td>
</tr>
<tr>
<td></td>
<td>ii. use <strong>appropriate forms</strong> of mathematical representation to present information <strong>adequately</strong></td>
</tr>
<tr>
<td></td>
<td>iii. communicate through lines of reasoning that are <strong>complete</strong></td>
</tr>
<tr>
<td></td>
<td>iv. <strong>adequately organize</strong> information using a logical structure.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>usually use appropriate</strong> mathematical language</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>usually use appropriate</strong> forms of mathematical representation to present information <strong>correctly</strong></td>
</tr>
<tr>
<td></td>
<td>iii. <strong>usually move between different forms of mathematical representation</strong></td>
</tr>
<tr>
<td></td>
<td>iv. communicate through lines of reasoning that are <strong>complete and coherent</strong></td>
</tr>
<tr>
<td></td>
<td>v. present work that is <strong>usually organized</strong> using a logical structure.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>consistently</strong> use <strong>appropriate</strong> mathematical language</td>
</tr>
<tr>
<td></td>
<td>ii. use <strong>appropriate forms</strong> of mathematical representation to <strong>consistently</strong> present information <strong>correctly</strong></td>
</tr>
<tr>
<td></td>
<td>iii. move <strong>effectively</strong> between different forms of mathematical representation</td>
</tr>
<tr>
<td></td>
<td>iv. communicate through lines of reasoning that are <strong>complete, coherent and concise</strong></td>
</tr>
<tr>
<td></td>
<td>v. <strong>present</strong> work that is <strong>consistently organized</strong> using a logical structure.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. identify some of the elements of the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>ii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. identify the relevant elements of the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>ii. select, with some success, adequate mathematical strategies to model the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iii. apply mathematical strategies to reach a solution to the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iv. discuss whether the solution makes sense in the context of the authentic real-life situation.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. identify the relevant elements of the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>ii. select adequate mathematical strategies to model the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iv. explain the degree of accuracy of the solution</td>
</tr>
<tr>
<td></td>
<td>v. explain whether the solution makes sense in the context of the authentic real-life situation.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. identify the <strong>relevant</strong> elements of the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>ii. select <strong>appropriate</strong> mathematical strategies to model the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iii. apply the selected mathematical strategies to <strong>reach a correct solution</strong> to the authentic real-life situation</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>justify</strong> the degree of accuracy of the solution</td>
</tr>
<tr>
<td></td>
<td>v. <strong>justify</strong> whether the solution makes sense in the context of the authentic real-life situation.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td><strong>1–2</strong></td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. state a goal and context for the project, based on personal interests, but this may be limited in depth or accessibility</td>
</tr>
<tr>
<td></td>
<td>ii. identify prior learning and subject-specific knowledge, but this may be limited in occurrence or relevance</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate limited research skills.</td>
</tr>
<tr>
<td><strong>3–4</strong></td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. outline a basic and appropriate goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identify basic prior learning and subject-specific knowledge relevant to some areas of the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate adequate research skills.</td>
</tr>
<tr>
<td><strong>5–6</strong></td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. define a clear and challenging goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identify prior learning and subject-specific knowledge generally relevant to the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate substantial research skills.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. define a clear and highly challenging goal and context for the project, based on personal interests</td>
</tr>
<tr>
<td></td>
<td>ii. identify prior learning and subject-specific knowledge that is consistently highly relevant to the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate excellent research skills.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. develop limited criteria for the product/outcome</td>
</tr>
<tr>
<td></td>
<td>ii. present a limited or partial plan and record of the development process of the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate limited self-management skills.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. develop adequate criteria for the product/outcome</td>
</tr>
<tr>
<td></td>
<td>ii. present an adequate plan and record of the development process of the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate adequate self-management skills.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. develop substantial and appropriate criteria for the product/outcome</td>
</tr>
<tr>
<td></td>
<td>ii. present a substantial plan and record of the development process of the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate substantial self-management skills.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. develop rigorous criteria for the product/outcome</td>
</tr>
<tr>
<td></td>
<td>ii. present a detailed and accurate plan and record of the development process of the project</td>
</tr>
<tr>
<td></td>
<td>iii. demonstrate excellent self-management skills.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</thead>
<tbody>
<tr>
<td><strong>0</strong></td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| **1–2**           | The student is able to:  
   i. create a **limited** product/outcome in response to the goal, global context and criteria  
   ii. demonstrate **limited** thinking skills  
   iii. demonstrate **limited** communication and social skills. |
| **3–4**           | The student is able to:  
   i. create a **basic** product/outcome in response to the goal, global context and criteria  
   ii. demonstrate **adequate** thinking skills  
   iii. demonstrate **adequate** communication and social skills. |
| **5–6**           | The student is able to:  
   i. create a **substantial** product/outcome in response to the goal, global context and criteria  
   ii. demonstrate **substantial** thinking skills  
   iii. demonstrate **substantial** communication and social skills. |
| **7–8**           | The student is able to:  
   i. create an **excellent** product/outcome in response to the goal, global context and criteria  
   ii. demonstrate **excellent** thinking skills  
   iii. demonstrate **excellent** communication and social skills. |
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.

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not achieve a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. present a <strong>limited</strong> evaluation of the quality of the product/outcome against his or her criteria</td>
</tr>
<tr>
<td></td>
<td>ii. present <strong>limited</strong> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</td>
</tr>
<tr>
<td></td>
<td>iii. present <strong>limited</strong> reflection on his or her development as an IB learner through the project.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. present a <strong>basic</strong> evaluation of the quality of the product/outcome against his or her criteria</td>
</tr>
<tr>
<td></td>
<td>ii. present <strong>adequate</strong> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</td>
</tr>
<tr>
<td></td>
<td>iii. present <strong>adequate</strong> reflection on his or her development as an IB learner through the project.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. present a <strong>substantial</strong> evaluation of the quality of the product/outcome against his or her criteria</td>
</tr>
<tr>
<td></td>
<td>ii. present <strong>substantial</strong> reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context</td>
</tr>
<tr>
<td></td>
<td>iii. present <strong>substantial</strong> reflection on his or her development as an IB learner through the project.</td>
</tr>
</tbody>
</table>
The student is able to:

i. present an **excellent** evaluation of the quality of the product/outcome against his or her criteria

ii. present **excellent** reflection on how completing the project has extended his or her knowledge and understanding of the topic and the global context

iii. present **excellent** reflection on his or her development as an IB learner through the project.
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1-2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. states physical and health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations</td>
</tr>
<tr>
<td></td>
<td>iii. applies physical and health terminology to communicate understanding with limited success.</td>
</tr>
<tr>
<td>3-4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. outlines physical and health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations</td>
</tr>
<tr>
<td></td>
<td>iii. applies physical and health terminology to communicate understanding.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
</tr>
<tr>
<td>-------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <em>identifies</em> physical and health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. <em>applies</em> physical and health education knowledge to <em>analyse</em> issues to <em>solve</em> problems set in <em>familiar</em> and <em>unfamiliar</em> situations</td>
</tr>
<tr>
<td></td>
<td>iii. <em>applies</em> physical and health terminology <em>consistently</em> to communicate understanding.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <em>explains</em> physical and health education factual, procedural and conceptual knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. <em>applies</em> physical and health education knowledge to <em>analyse</em> complex issues to <em>solve</em> complex problems set in <em>familiar</em> and <em>unfamiliar</em> situations</td>
</tr>
<tr>
<td></td>
<td>iii. <em>applies</em> physical and health terminology <em>consistently and effectively</em> to communicate understanding.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>constructs and outlines</strong> a plan to improve physical performance or health</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>outlines</strong> the effectiveness of a plan based on the outcome.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>constructs and describes</strong> a plan to improve physical performance or health</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>explains</strong> the effectiveness of a plan based on the outcome.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>designs and explains</strong> a plan to improve physical performance or health</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>analyses</strong> the effectiveness of a plan based on the outcome.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>designs, explains</strong> and <strong>justifies</strong> a plan to improve physical performance or health</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>analyses</strong> and <strong>evaluates</strong> the effectiveness of a plan based on the outcome.</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:  
|                   | i. **demonstrates and applies** skills and techniques **with limited success**  
|                   | ii. **demonstrates and applies** strategies and movement concepts **with limited success**  
|                   | iii. **recalls** information to perform. |
| 3–4               | The student:  
|                   | i. **demonstrates and applies** skills and techniques  
|                   | ii. **demonstrates and applies** strategies and movement concepts  
|                   | iii. **identifies and applies** information to perform. |
| 5–6               | The student:  
|                   | i. **demonstrates and applies a range** of skills and techniques  
|                   | ii. **demonstrates and applies a range** of strategies and movement concepts  
|                   | iii. **analyses and applies** information to perform. |
| 7–8               | The student:  
|                   | i. **demonstrates and applies a range of complex** skills and techniques  
|                   | ii. **demonstrates and applies a range of complex** strategies and movement concepts  
|                   | iii. **analyses and applies** information to perform **effectively**. |
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>identifies</strong> and <strong>demonstrates</strong> strategies to enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>identifies</strong> goals to enhance performance</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>outlines</strong> and <strong>demonstrates</strong> strategies to enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>outlines</strong> goals and <strong>applies</strong> strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>describes</strong> and <strong>summarizes</strong> performance.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>describes</strong> and <strong>demonstrates</strong> strategies to enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>explains</strong> goals and <strong>applies</strong> strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>explains</strong> and <strong>evaluates</strong> performance.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td>7–8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>explains</strong> and <strong>demonstrates</strong> strategies to enhance interpersonal skills</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>develops</strong> goals and <strong>applies</strong> strategies to enhance performance</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>analyses</strong> and <strong>evaluates</strong> performance.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard identified by any of the</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. state scientific knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations</td>
</tr>
<tr>
<td></td>
<td>iii. interpret information to make judgments.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. outline scientific knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. apply scientific knowledge and understanding to solve problems set in familiar situations</td>
</tr>
<tr>
<td></td>
<td>iii. interpret information to make scientifically supported judgments.</td>
</tr>
<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. describe scientific knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations</td>
</tr>
<tr>
<td></td>
<td>iii. analyse information to make scientifically supported judgments.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<td>------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>explain</strong> scientific knowledge</td>
</tr>
<tr>
<td></td>
<td>ii. apply scientific knowledge and understanding to <strong>solve problems</strong> set in <strong>familiar and unfamiliar situations</strong></td>
</tr>
<tr>
<td></td>
<td>iii. <strong>analyse</strong> and <strong>evaluate</strong> information to make <strong>scientifically supported judgments</strong>.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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</thead>
<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard identified by any of the</td>
</tr>
</tbody>
</table>
| 1–2               | The student is able to:  
|                   | i. state a problem or question to be tested by a scientific  
|                   | investigation  
|                   | ii. outline a testable hypothesis  
|                   | iii. outline the variables  
|                   | iv. design a method, with limited success. |
| 3–4               | The student is able to:  
|                   | i. outline a problem or question to be tested by a scientific  
|                   | investigation  
|                   | ii. formulate a testable hypothesis using scientific reasoning  
|                   | iii. outline how to manipulate the variables, and outline how relevant data will be collected  
|                   | iv. design a safe method in which she selects materials and equipment. |
| 5–6               | The student is able to:  
|                   | i. describe a problem or question to be tested by a scientific investigation  
|                   | ii. formulate and explain a testable hypothesis using scientific reasoning  
|                   | iii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collected  
<p>|                   | iv. design a complete and safe method in which she selects appropriate materials and equipment. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
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</thead>
<tbody>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>explain</strong> a problem or question to be tested by a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>formulate and explain</strong> a testable hypothesis <strong>using correct scientific reasoning</strong></td>
</tr>
<tr>
<td></td>
<td>iii. <strong>explain</strong> how to manipulate the variables, and <strong>explain</strong> how <strong>sufficient, relevant data</strong> will be collected</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>design a logical, complete and safe method</strong> in which she selects appropriate materials and equipment.</td>
</tr>
</tbody>
</table>
### Criterion C: Processing and evaluating

**Maximum: 8**

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

1. present collected and transformed data
2. interpret data and explain results using scientific reasoning
3. evaluate the validity of a hypothesis based on the outcome of the scientific investigation
4. evaluate the validity of the method
5. explain improvements or extensions to the method.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard identified by any of the</td>
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<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>collect and present</strong> data in numerical and/or visual forms</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>interpret</strong> data</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>state</strong> the validity of a hypothesis based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>state</strong> the validity of the method based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>v. <strong>state</strong> improvements or extensions to the method.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>correctly collect and present</strong> data in numerical and/or visual forms</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>accurately interpret</strong> data and <strong>explain</strong> results</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>outline</strong> the validity of a hypothesis based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>outline</strong> the validity of the method based on the outcome of a scientific investigation</td>
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<tr>
<td></td>
<td>v. <strong>outline</strong> improvements or extensions to the method that would benefit the scientific investigation.</td>
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<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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<tr>
<td>5–6</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. correctly collect, organize and present data in numerical and/or visual forms</td>
</tr>
<tr>
<td></td>
<td>ii. accurately interpret data and explain results using scientific reasoning</td>
</tr>
<tr>
<td></td>
<td>iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>iv. discuss the validity of the method based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>v. describe improvements or extensions to the method that would benefit the scientific investigation.</td>
</tr>
<tr>
<td>7–8</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. correctly collect, organize, transform and present data in numerical and/or visual forms</td>
</tr>
<tr>
<td></td>
<td>ii. accurately interpret data and explain results using correct scientific reasoning</td>
</tr>
<tr>
<td></td>
<td>iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>iv. evaluate the validity of the method based on the outcome of a scientific investigation</td>
</tr>
<tr>
<td></td>
<td>v. explain improvements or extensions to the method that would benefit the scientific investigation.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard identified by any of the</td>
</tr>
<tr>
<td>1–2</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. outline the ways in which science is used to address a specific problem or issue</td>
</tr>
<tr>
<td></td>
<td>ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor</td>
</tr>
<tr>
<td></td>
<td>iii. apply scientific language to communicate understanding but does so with limited success</td>
</tr>
<tr>
<td></td>
<td>iv. document sources, with limited success.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student is able to:</td>
</tr>
<tr>
<td></td>
<td>i. summarize the ways in which science is applied and used to address a specific problem or issue</td>
</tr>
<tr>
<td></td>
<td>ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor</td>
</tr>
<tr>
<td></td>
<td>iii. sometimes apply scientific language to communicate understanding</td>
</tr>
<tr>
<td></td>
<td>iv. sometimes document sources correctly.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
</tbody>
</table>
| 5–6               | The student is able to:  
|                   | i. **describe** the ways in which science is applied and used to address a specific problem or issue  
|                   | ii. **discuss** the implications of using science and its application to solve a specific problem or issue, interacting with a factor  
|                   | iii. **usually apply** scientific language to communicate understanding clearly and precisely  
|                   | iv. **usually** document sources correctly. |
| 7–8               | The student is 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 implications of using science and its application to solve a specific problem or issue, interacting with a factor  
|                   | iii. **consistently apply** scientific language to communicate understanding **clearly and precisely**  
|                   | iv. document sources **completely**. |
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.

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</thead>
<tbody>
<tr>
<td>0</td>
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</tr>
<tr>
<td>1–2</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. states the need for a solution to a problem for a specified client/target audience</td>
</tr>
<tr>
<td></td>
<td>ii. develops a basic design brief, which states the findings of relevant research.</td>
</tr>
<tr>
<td>3–4</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. outlines the need for a solution to a problem for a specified client/target audience</td>
</tr>
<tr>
<td></td>
<td>ii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidance</td>
</tr>
<tr>
<td></td>
<td>iii. analyses one existing product that inspires a solution to the problem</td>
</tr>
<tr>
<td></td>
<td>iv. develops a design brief, which outlines the analysis of relevant research.</td>
</tr>
<tr>
<td>Achievement level</td>
<td>Level descriptor</td>
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</tr>
<tr>
<td><strong>5–6</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <em>explains</em> the need for a solution to a problem for a specified client/target audience</td>
</tr>
<tr>
<td></td>
<td>ii. <em>constructs</em> a research plan, which <em>identifies</em> and <em>prioritizes</em> primary and secondary research needed to <em>develop</em> a solution to the problem, <em>with some guidance</em></td>
</tr>
<tr>
<td></td>
<td>iii. <em>analyzes a range of</em> existing products that inspire a solution to the problem</td>
</tr>
<tr>
<td></td>
<td>iv. <em>develops</em> a design brief, which <em>explains</em> the analysis of relevant research.</td>
</tr>
<tr>
<td><strong>7–8</strong></td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <em>explains</em> and <em>justifies</em> the need for a solution to a problem for a client/target audience</td>
</tr>
<tr>
<td></td>
<td>ii. <em>constructs</em> a <em>detailed</em> research plan, which <em>identifies</em> and <em>prioritizes</em> the primary and secondary research needed to <em>develop</em> a solution to the problem independently</td>
</tr>
<tr>
<td></td>
<td>iii. <em>analyzes a range of</em> existing products that inspire a solution to the problem in detail</td>
</tr>
<tr>
<td></td>
<td>iv. <em>develops a detailed</em> design brief, which <em>summarizes</em> the analysis of relevant research.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Achievement level</th>
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<tbody>
<tr>
<td>0</td>
<td>The student <strong>does not</strong> reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student is able to:  
  i. **lists some basic** design specifications for the design of a solution  
  ii. **presents one** design, which can be interpreted by others  
  iii. **creates** incomplete planning drawings/diagrams. |
| 3–4               | i. **lists some** design specifications, which relate to the success criteria for the design of a solution  
  ii. **presents a few** feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others  
  iii. **justifies** the selection of the chosen design with reference to the design specification  
  iv. **creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution. |
<table>
<thead>
<tr>
<th>5–6</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>develops design specifications, which outline the success criteria for the design of a solution</td>
</tr>
<tr>
<td>ii.</td>
<td>develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others</td>
</tr>
<tr>
<td>iii.</td>
<td>presents the chosen design and justifies its selection with reference to the design specification</td>
</tr>
<tr>
<td>iv.</td>
<td>develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7–8</th>
<th>The student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>i.</td>
<td>develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the research</td>
</tr>
<tr>
<td>ii.</td>
<td>develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by others</td>
</tr>
<tr>
<td>iii.</td>
<td>presents the chosen design and justifies fully and critically its selection with detailed reference to the design specification</td>
</tr>
</tbody>
</table>

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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.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
</tr>
</tbody>
</table>
| 1–2               | The student:
|                   | i. demonstrates minimal technical skills when making the solution
|                   | ii. creates the solution, which functions poorly and is presented in an incomplete form. |
| 3–4               | The student:
|                   | i. constructs a plan that contains some production details, resulting in peers having difficulty following the plan
|                   | ii. demonstrates satisfactory technical skills when making the solution
|                   | iii. creates the solution, which partially functions and is adequately presented
<p>|                   | iv. outlines changes made to the chosen design and plan when making the solution. |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>5–6</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>constructs a logical plan</strong>, which considers time and resources, sufficient for peers to be able to follow to create the solution</td>
</tr>
<tr>
<td></td>
<td>ii. <strong>demonstrates competent</strong> technical skills when making the solution</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>creates</strong> the solution, which functions <strong>as intended</strong> and is presented <strong>appropriately</strong></td>
</tr>
<tr>
<td></td>
<td>iv. <strong>describes</strong> changes made to the chosen design and plan when making the solution.</td>
</tr>
</tbody>
</table>

| 7–8               | The student:     |
|                   | i. **constructs a detailed and logical plan**, which **describes** the efficient use of time and resources, sufficient for peers to be able to follow to create the solution |
|                   | ii. **demonstrates excellent** technical skills when making the solution. |
|                   | iii. follows the plan to **create** the solution, which functions **as intended** and is presented **appropriately** |
|                   | iv. fully **justifies** changes made to the chosen design and plan when making the solution. |
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.

<table>
<thead>
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<tbody>
<tr>
<td><strong>0</strong></td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
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</tbody>
</table>
| 1–2               | The student:  
|                   | i. designs a testing method, which is used to measure the success of the solution  
|                   | ii. states the success of the solution. |
| 3–4               | The student:  
|                   | i. designs a relevant testing method, which generates data, to measure the success of the solution  
|                   | ii. outlines the success of the solution against the design specification based on relevant product testing  
|                   | iii. outlines how the solution could be improved  
|                   | iv. outlines the impact of the solution on the client/target audience. |
| 5–6               | The student:  
|                   | i. designs relevant testing methods, which generate data, to measure the success of the solution  
|                   | ii. explains the success of the solution against the design specification based on relevant product testing  
|                   | iii. describes how the solution could be improved  
<p>|                   | iv. explains the impact of the solution on the client/target audience, with guidance. |</p>
<table>
<thead>
<tr>
<th>Achievement level</th>
<th>Level descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>7-8</td>
<td>The student:</td>
</tr>
<tr>
<td></td>
<td>i. <strong>designs detailed and relevant</strong> testing methods, which generate data, to measure the success of the solution</td>
</tr>
<tr>
<td></td>
<td>ii. critically <strong>evaluates</strong> the success of the solution against the design specification based on <strong>authentic</strong> product testing</td>
</tr>
<tr>
<td></td>
<td>iii. <strong>explains</strong> how the solution could be improved</td>
</tr>
<tr>
<td></td>
<td>iv. <strong>explains</strong> the impact of the product on the client/target audience.</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Boundary guidelines</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1–5</td>
<td>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.</td>
</tr>
<tr>
<td>2</td>
<td>6–9</td>
<td>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.</td>
</tr>
<tr>
<td>3</td>
<td>10–14</td>
<td>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.</td>
</tr>
<tr>
<td>4</td>
<td>15–18</td>
<td>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.</td>
</tr>
<tr>
<td>5</td>
<td>19–23</td>
<td>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.</td>
</tr>
<tr>
<td>6</td>
<td>24–27</td>
<td>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.</td>
</tr>
<tr>
<td>7</td>
<td>28–32</td>
<td>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.</td>
</tr>
</tbody>
</table>
Relationship of MYP Grades to the West Australian and National Curriculums

St Brigid’s College, like all schools in Western Australia, is mandated to teach the WA Curriculum. The curriculum outlines a series of Achievement Grades for reporting. To help staff, students and parents understand the relationship between the MYP and the Western Australian Grades, a table has been produced below. This information will also appear on Semester reports.

ACHIEVEMENT STANDARD’S RELATIONSHIP TO MYP GRADE

<table>
<thead>
<tr>
<th>WA Grade</th>
<th>MYP GRADE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6 – 7</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
</tr>
<tr>
<td>D</td>
<td>2 - 3</td>
</tr>
<tr>
<td>E</td>
<td>1</td>
</tr>
</tbody>
</table>