

Year 1

Criterion A: Knowing and Understanding

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

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: recognizes some vocabulary demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	
3-4	3-4	The student: uses some vocabulary demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples.	
5-6	5-6	The student:	

		<p>uses considerable relevant vocabulary, often accurately</p> <p>demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.</p>	
7-8	7-8	<p>The student:</p> <p>consistently uses relevant vocabulary accurately</p> <p>demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples.</p>	

Criterion B: Investigating

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

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below	
1-2	1-2	The student: identifies a research question follows an action plan in a limited way to explore a research question collects and records information, to a limited extent with guidance , reflects on the research process and results, to a limited extent .	
3-4	3-4	The student: describes the choice of a research question partially follows an action plan to explore a research question uses a method or methods to collect and record some relevant information with guidance , reflects on the research process and results with some depth.	
5-6	5-6	The student: describes the choice of a research question in detail	

		<p>mostly follows an action plan to explore a research question</p> <p>uses method(s) to collect and record often relevant information</p> <p>reflects on the research process and results.</p>	
7-8	7-8	<p>The student:</p> <p>explains the choice of a research question</p> <p>effectively follows an action plan to explore a research question</p> <p>uses methods to collect and record consistently relevant information</p> <p>thoroughly reflects on the research process and results.</p>	

Criterion C: Communicating

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

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions.

Achievement Level	Level Descriptor	Task Specific Clarification
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Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: communicates information and ideas in a style that is not always clear organizes information and ideas in a limited way inconsistently lists sources, not following the task instructions.	
3-4	3-4	The student: communicates information and ideas in a way that is somewhat clear somewhat organizes information and ideas lists sources in a way that sometimes follows the task instructions.	
5-6	5-6	The student: communicates information and ideas in a way that is mostly clear mostly organizes information and ideas lists sources in a way that often follows the task instructions.	
7-8	7-8	The student:	

		<p>communicates information and ideas in a way that is completely clear</p> <p>completely organizes information and ideas effectively</p> <p>lists sources in a way that always follows the task instructions.</p>	
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Criterion D: Thinking Critically

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

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: identifies the main points of ideas, events, visual	

		<p>representation or arguments to a limited extent</p> <p>rarely uses information to justify opinions</p> <p>identifies the origin and purpose of limited sources/data</p> <p>identifies some different views.</p>	
3-4	3-4	<p>The student:</p> <p>identifies some main points of ideas, events, visual representation or arguments</p> <p>justifies opinions with some information</p> <p>identifies the origin and purpose of sources/data</p> <p>identifies some different views and suggests some of their implications.</p>	
5-6	5-6	<p>The student:</p> <p>identifies the main points of ideas, events, visual representation or arguments</p> <p>gives sufficient justification of opinions using information</p> <p>identifies the origin and purpose of a range of sources/data</p> <p>identifies different views and most of their implications.</p>	
7-8	7-8	<p>The student:</p> <p>identifies in detail the main points of ideas, events, visual representation or arguments</p> <p>gives detailed justification of opinions using information</p> <p>consistently identifies and analyses a range of</p>	

		sources/data in terms of origin and purpose consistently identifies different views and their implications	
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Year 3

Criterion A: Knowing and understanding

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

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

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: makes limited use of terminology demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.	
3-4	3-4	The student: uses some terminology accurately	

		demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.	
5-6	5-6	The student: uses considerable and relevant terminology accurately demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.	
7-8	7-8	The student: consistently uses a range of terminology accurately demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.	

Criterion B: Investigating

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

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

Achievement Level	Level Descriptor	Task Specific Clarification
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Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> identifies a research question that is clear, focused and relevant formulates a limited action plan or does not follow a plan collects and records limited or sometimes irrelevant information with guidance, reflects on the research process and results in a limited way. 	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> formulates/chooses a research question that is clear and focused and describes its relevance formulates and occasionally follows a partial action plan to investigate a research question uses a method(s) to collect and record some relevant information with guidance, reflects on the research process and results. 	

5-6	5-6	<p>The student:</p> <p>formulates/chooses a clear and focused research question and describes its relevance in detail</p> <p>formulates and mostly follows a sufficiently developed action plan to investigate a research question</p> <p>uses methods to collect and record appropriate relevant information</p> <p>with guidance, evaluates on the research process and results.</p>	
7-8	7-8	<p>The student:</p> <p>formulates/chooses a clear and focused research question and explains its relevance</p> <p>formulates and effectively follows a consistent action plan to investigate a research question</p> <p>uses methods to collect and record appropriate and varied relevant information</p> <p>with guidance, provides a detailed evaluation of the research process and results.</p>	

Criterion C: Communicating

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

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	The student: communicates information and ideas in a way that is not always appropriate to the audience and purpose organizes information and ideas in a limited way lists sources of information inconsistently .	
3-4	3-4	The student: communicates information and ideas in a way that is somewhat appropriate to the audience and purpose somewhat organizes information and ideas	

		<p>creates an adequate reference list and sometimes cites sources.</p>	
5-6	5-6	<p>The student:</p> <p>communicates information and ideas in a way that is mostly appropriate to the audience and purpose</p> <p>mostly structures information and ideas according to the task instructions</p> <p>creates an adequate reference list and usually cites sources.</p>	
7-8	7-8	<p>The student:</p> <p>communicates information and ideas in a way that is completely appropriate to the audience and purpose</p> <p>structures information and ideas completely according to the task instructions</p> <p>creates a complete reference list and always cites sources.</p>	

Criterion D: Thinking Critically

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

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

Achievement Level		Level Descriptor	Task Specific Clarification
Self Score	Teacher Score		
0	0	The student does not reach a standard described by any of the descriptors below.	
1-2	1-2	<p>The student:</p> <ul style="list-style-type: none"> begins to analyse concepts, issues, models, visual representation and/or theories in a limited way begins to identify connections between information to make simple arguments recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data identifies different perspectives. 	
3-4	3-4	<p>The student:</p> <ul style="list-style-type: none"> completes a simple analysis of concepts, issues, models, visual representation and/or theories summarizes information to make some adequate arguments 	

		<p>analyses sources/data in terms of origin and purpose, recognizing some value and limitations</p> <p>recognizes different perspectives and suggests some of their implications.</p>	
5-6	5-6	<p>The student:</p> <p>completes a substantial analysis of concepts, issues, models, visual representation and/or theories</p> <p>summarizes information in order to make usually valid arguments</p> <p>analyses sources/data in terms of origin and purpose, usually recognizing value and limitations</p> <p>clearly recognizes different perspectives and describes most of their implications.</p>	
7-8	7-8	<p>The student:</p> <p>completes a detailed analysis of concepts, issues, models, visual representation and/or theories</p> <p>summarizes information to make consistent, well-supported arguments</p> <p>effectively analyses a range of sources/data in terms of origin and purpose, consistently reco</p>	

		<p>gnizing value and limitations</p> <p>clearly recognizes different perspectives and consistently explains their implications.</p>	
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