

CRITERIA

YEAR-3 (GRADE 8)

- Language and literature
- Individual and societies
- Mathematics
- Sciences
- Arts
- Physical and health education
- Design

Language and Literature

Criterion A: Analysing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. provides minimal identification or explanation of the content, context, language, structure, technique and style, and does not explain the relationship among textsii. provides minimal identification and explanation of the effects of the creator's choices on an audienceiii. rarely justifies opinions and ideas with examples or explanations; uses little or no terminologyiv. interprets few similarities and differences in features within and between genres and texts.
3–4	The student: <ol style="list-style-type: none">i. provides adequate identification and explanation of the content, context, language, structure, technique and style, and some explanation of the relationship among textsii. provides adequate identification and explanation of the effects of the creator's choices on an audienceiii. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminologyiv. interprets some similarities and differences in features within and between genres and texts.

Language and Literature

Achievement level	Level descriptor
5–6	<p>The student:</p> <ol style="list-style-type: none">provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among textsprovides substantial identification and explanation of the effects of the creator's choices on an audiencesufficiently justifies opinions and ideas with examples and explanations; uses accurate terminologycompetently interprets similarities and differences in features within and between genres and texts.
7–8	<p>The student:</p> <ol style="list-style-type: none">provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughlyprovides perceptive identification and explanation of the effects of the creator's choices on an audiencegives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminologyperceptively compares and contrasts features within and between genres and texts.

Language and Literature

Criterion B: Organizing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. makes minimal use of organizational structures though these may not always serve the context and intentionii. organizes opinions and ideas with a minimal degree of coherence and logiciii. 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: <ol style="list-style-type: none">i. makes adequate use of organizational structures that serve the context and intentionii. organizes opinions and ideas with some degree of coherence and logiciii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: <ol style="list-style-type: none">i. makes competent use of organizational structures that serve the context and intentionii. organizes opinions and ideas in a coherent and logical manner with ideas building on each otheriii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: <ol style="list-style-type: none">i. makes sophisticated use of organizational structures that serve the context and intention effectivelyii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated wayiii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Language and Literature

Criterion C: Producing text

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination and sensitivity and minimal exploration and consideration of new perspectives and ideasii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audienceiii. selects few relevant details and examples to develop ideas.
3–4	The student: <ol style="list-style-type: none">i. produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideasii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audienceiii. selects some relevant details and examples to develop ideas.
5–6	The student: <ol style="list-style-type: none">i. produces texts that demonstrate considerable personal engagement with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideasii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audienceiii. selects sufficient relevant details and examples to develop ideas.

Language and Literature

Achievement level	Level descriptor
7-8	<p>The student:</p> <ul style="list-style-type: none"><li data-bbox="480 304 1372 448">i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration of new perspectives and ideas<li data-bbox="480 460 1372 529">ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of impact on an audience<li data-bbox="480 541 1372 611">iii. selects extensive relevant details and examples to develop ideas with precision.

Language and Literature

Criterion D: Using language

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. uses a limited range of appropriate vocabulary and forms of expressionii. writes and speaks in an inappropriate register and style that do not serve the context and intentioniii. uses grammar, syntax and punctuation with limited accuracy; errors often hinder communicationiv. spells/writes and pronounces with limited accuracy; errors often hinder communicationv. makes limited and/or inappropriate use of non-verbal communication techniques.
3–4	The student: <ol style="list-style-type: none">i. uses an adequate range of appropriate vocabulary, sentence structures and forms of expressionii. sometimes writes and speaks in a register and style that serve the context and intentioniii. uses grammar, syntax and punctuation with some degree of accuracy; errors sometimes hinder communicationiv. spells/writes and pronounces with some degree of accuracy; errors sometimes hinder communicationv. makes some use of appropriate non-verbal communication techniques.
5–6	The student: <ol style="list-style-type: none">i. uses a varied range of appropriate vocabulary, sentence structures and forms of expression competentlyii. writes and speaks competently in a register and style that serve the context and intentioniii. uses grammar, syntax and punctuation with a considerable degree of accuracy; errors do not hinder effective communicationiv. spells/writes and pronounces with a considerable degree of accuracy; errors do not hinder effective communicationv. makes sufficient use of appropriate non-verbal communication techniques.

Language and Literature

Achievement level	Level descriptor
7-8	<p>The student:</p> <ol style="list-style-type: none">i. effectively uses a varied range of appropriate vocabulary, sentence structures and forms of expressionii. writes and speaks in a consistently appropriate register and style that serve the context and intentioniii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effectiveiv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effectivev. makes effective use of appropriate non-verbal communication techniques.

Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. makes limited use of terminologyii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples.
3-4	The student: <ol style="list-style-type: none">i. uses some terminology accuratelyii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5-6	The student: <ol style="list-style-type: none">i. uses considerable and relevant terminology accuratelyii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: <ol style="list-style-type: none">i. consistently uses a range of terminology accuratelyii. demonstrates excellent knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples.

Individuals and Societies

Criterion B: Investigating

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. identifies a research question that is clear, focused and relevantii. formulates a limited action plan or does not follow a planiii. collects and records limited or sometimes irrelevant informationiv. with guidance, reflects on the research process and results in a limited way.
3–4	The student: <ol style="list-style-type: none">i. formulates/chooses a research question that is clear and focused and describes its relevanceii. formulates and occasionally follows a partial action plan to investigate a research questioniii. uses a method(s) to collect and record some relevant informationiv. with guidance, reflects on the research process and results.
5–6	The student: <ol style="list-style-type: none">i. formulates/chooses a clear and focused research question and describes its relevance in detailii. formulates and mostly follows a sufficiently developed action plan to investigate a research questioniii. uses methods to collect and record appropriate relevant informationiv. with guidance, evaluates on the research process and results.
7–8	The student: <ol style="list-style-type: none">i. formulates/chooses a clear and focused research question and explains its relevanceii. formulates and effectively follows a consistent action plan to investigate a research questioniii. uses methods to collect and record appropriate and varied relevant informationiv. with guidance, provides a detailed evaluation of the research process and results.

Individuals and Societies

Criterion C: Communicating

Maximum: 8

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
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is not always appropriate to the audience and purposeii. organizes information and ideas in a limited wayiii. lists sources of information inconsistently.
3–4	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is somewhat appropriate to the audience and purposeii. somewhat organizes information and ideasiii. creates an adequate reference list and sometimes cites sources.
5–6	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is mostly appropriate to the audience and purposeii. mostly structures information and ideas according to the task instructionsiii. creates an adequate reference list and usually cites sources.
7–8	The student: <ol style="list-style-type: none">i. communicates information and ideas in a way that is completely appropriate to the audience and purposeii. structures information and ideas completely according to the task instructionsiii. creates a complete reference list and always cites sources.

Individuals and Societies

Criterion D: Thinking critically

Maximum: 8

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.

Individuals and Societies

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. begins to analyse concepts, issues, models, visual representation and/or theories in a limited way ii. begins to identify connections between information to make simple arguments iii. recognizes the origin and purpose of few sources/data as well as nominal value and limitations of sources/data iv. identifies different perspectives.
3–4	The student: <ol style="list-style-type: none"> i. completes a simple analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make some adequate arguments iii. analyses sources/data in terms of origin and purpose, recognizing some value and limitations iv. recognizes different perspectives and suggests some of their implications.
5–6	The student: <ol style="list-style-type: none"> i. completes a suitable analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information in order to make usually valid arguments iii. analyses sources/data in terms of origin and purpose, usually recognizing value and limitations iv. clearly recognizes different perspectives and describes most of their implications.
7–8	The student: <ol style="list-style-type: none"> i. completes a detailed analysis of concepts, issues, models, visual representation and/or theories ii. summarizes information to make consistent, well-supported arguments iii. effectively analyses a range of sources/data in terms of origin and purpose, consistently recognizing value and limitations iv. clearly recognizes different perspectives and consistently explains their implications.

Mathematics

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. select appropriate mathematics when solving simple problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
3–4	The student is able to: <ol style="list-style-type: none">i. select appropriate mathematics when solving more complex problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
5–6	The student is able to: <ol style="list-style-type: none">i. select appropriate mathematics when solving challenging problems in familiar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.
7–8	The student is able to: <ol style="list-style-type: none">i. select appropriate mathematics when solving challenging problems in both familiar and unfamiliar situationsii. apply the selected mathematics successfully when solving these problemsiii. generally solve these problems correctly.

Mathematics

Criterion B: Investigating patterns

Maximum: 8

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

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

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

Mathematics

Criterion C: Communicating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. use limited mathematical languageii. use limited forms of mathematical representation to present informationiii. communicate through lines of reasoning that are difficult to interpret.
3–4	The student is able to: <ol style="list-style-type: none">i. use some appropriate mathematical languageii. use different forms of mathematical representation to present information adequatelyiii. communicate through lines of reasoning that are able to be understood, although these are not always cleariv. adequately organize information using a logical structure.
5–6	The student is able to: <ol style="list-style-type: none">i. usually use appropriate mathematical languageii. usually use different forms of mathematical representation to present information correctlyiii. move between different forms of mathematical representation with some successiv. communicate through lines of reasoning that are clear although not always coherent or completev. present work that is usually organized using a logical structure.
7–8	The student is able to: <ol style="list-style-type: none">i. consistently use appropriate mathematical languageii. use different forms of mathematical representation to consistently present information correctlyiii. move effectively between different forms of mathematical representationiv. communicate through lines of reasoning that are complete and coherentv. present work that is consistently organized using a logical structure.

Mathematics

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of year 3, 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. **explain** the degree of accuracy of a solution
- v. **explain** whether a solution makes sense in the context of the authentic real-life situation.

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

Mathematics

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ol style="list-style-type: none"><li data-bbox="480 327 1278 357">i. identify the relevant elements of the authentic real-life situation<li data-bbox="480 381 1385 448">ii. select appropriate mathematical strategies to model the authentic real-life situation<li data-bbox="480 471 1337 501">iii. apply the selected mathematical strategies to reach a correct solution<li data-bbox="480 525 1070 555">iv. explain the degree of accuracy of the solution<li data-bbox="480 578 1385 646">v. explain whether the solution makes sense in the context of the authentic real-life situation.

Sciences

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard indicated by any of the descriptors below.
1–2	The student is able to: i. recall scientific knowledge ii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situations iii. apply information to make judgments .
3–4	The student is able to: i. state scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations iii. apply information to make scientifically supported judgments .
5–6	The student is able to: i. outline scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. interpret information to make scientifically supported judgments .
7–8	The student is able to: i. describe scientific knowledge ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations iii. analyse information to make scientifically supported judgments .

Sciences

Criterion B: Inquiring and designing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. state a problem or question to be tested by a scientific investigation, with limited successii. state a testable hypothesisiii. state the variablesiv. design a method, with limited success.
3–4	The student is able to: <ol style="list-style-type: none">i. state a problem or question to be tested by a scientific investigationii. outline a testable hypothesis using scientific reasoningiii. outline how to manipulate the variables, and state how relevant data will be collectediv. design a safe method in which he or she selects materials and equipment.
5–6	The student is able to: <ol style="list-style-type: none">i. outline a problem or question to be tested by a scientific investigationii. outline and explain a testable hypothesis using scientific reasoningiii. outline how to manipulate the variables, and outline how sufficient, relevant data will be collectediv. design a complete and safe method in which he or she selects appropriate materials and equipment.
7–8	The student is able to: <ol style="list-style-type: none">i. describe a problem or question to be tested by a scientific investigationii. outline and explain a testable hypothesis using correct scientific reasoningiii. describe how to manipulate the variables, and describe how sufficient, relevant data will be collectediv. design a logical, complete and safe method in which he or she selects appropriate materials and equipment.

Sciences

Criterion C: Processing and evaluating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. collect and present data in numerical and/or visual formsii. accurately interpret dataiii. state the validity of a hypothesis with limited reference to a scientific investigationiv. state the validity of the method with limited reference to a scientific investigationv. state limited improvements or extensions to the method.
3–4	The student is able to: <ol style="list-style-type: none">i. correctly collect and present data in numerical and/or visual formsii. accurately interpret data and describe resultsiii. state the validity of a hypothesis based on the outcome of a scientific investigationiv. state the validity of the method based on the outcome of a scientific investigationv. state improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: <ol style="list-style-type: none">i. correctly collect, organize and present data in numerical and/or visual formsii. accurately interpret data and describe results using scientific reasoningiii. outline the validity of a hypothesis based on the outcome of a scientific investigationiv. outline the validity of the method based on the outcome of a scientific investigationv. outline improvements or extensions to the method that would benefit the scientific investigation.

Sciences

Achievement level	Level descriptor
7-8	<p>The student is able to:</p> <ul style="list-style-type: none"><li data-bbox="443 336 1385 406">i. correctly collect, organize, transform and present data in numerical and/or visual forms<li data-bbox="443 429 1385 499">ii. accurately interpret data and describe results using correct scientific reasoning<li data-bbox="443 522 1385 592">iii. discuss the validity of a hypothesis based on the outcome of a scientific investigation<li data-bbox="443 615 1385 685">iv. discuss the validity of the method based on the outcome of a scientific investigation<li data-bbox="443 708 1385 778">v. describe improvements or extensions to the method that would benefit the scientific investigation.

Sciences

Criterion D: Reflecting on the impacts of science

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. state the ways in which science is used to address a specific problem or issueii. state the implications of the use of science to solve a specific problem or issue, interacting with a factoriii. apply scientific language to communicate understanding but does so with limited successiv. document sources, with limited success.
3–4	The student is able to: <ol style="list-style-type: none">i. outline the ways in which science is used to address a specific problem or issueii. outline the implications of using science to solve a specific problem or issue, interacting with a factoriii. sometimes apply scientific language to communicate understandingiv. sometimes document sources correctly.
5–6	The student is able to: <ol style="list-style-type: none">i. summarize the ways in which science is applied and used to address a specific problem or issueii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factoriii. usually apply scientific language to communicate understanding clearly and preciselyiv. usually document sources correctly.

Sciences

Achievement level	Level descriptor
7-8	<p>The student is able to:</p> <ol style="list-style-type: none"><li data-bbox="448 343 1386 413">i. describe the ways in which science is applied and used to address a specific problem or issue<li data-bbox="448 436 1386 506">ii. discuss and analyse the implications of using science and its application to solve a specific problem or issue, interacting with a factor<li data-bbox="448 529 1386 599">iii. consistently apply scientific language to communicate understanding clearly and precisely<li data-bbox="448 622 1386 646">iv. document sources completely.

Arts

Criterion A: Knowing and understanding

Maximum: 8

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

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate languageii. demonstrates limited knowledge of the role of the art form in original or displaced contextsiii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3-4	The student: <ol style="list-style-type: none">i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate languageii. demonstrates adequate knowledge of the role of the art form in original or displaced contextsiii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5-6	The student: <ol style="list-style-type: none">i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate languageii. demonstrates substantial knowledge of the role of the art form in original or displaced contextsiii. demonstrates substantial use of acquired knowledge to inform his or her artwork.

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none">i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate languageii. demonstrates excellent knowledge of the role of the art form in original or displaced contextsiii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Arts

Criterion B: Developing skills

Maximum: 8

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

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

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

Arts

Criterion C: Thinking creatively

Maximum: 8

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

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. presents a limited outline of an artistic intention, which may lack clarity or feasibilityii. presents a limited outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3–4	The student: <ol style="list-style-type: none">i. presents an adequate outline of a clear and/or feasible artistic intentionii. presents an adequate outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5–6	The student: <ol style="list-style-type: none">i. presents a substantial outline of a clear and feasible artistic intentionii. presents a substantial outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7–8	The student: <ol style="list-style-type: none">i. presents an excellent outline of a clear and feasible artistic intentionii. presents an excellent outline of alternatives, perspectives, and imaginative solutionsiii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.

Arts

Criterion D: Responding

Maximum: 8

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

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. presents a limited outline of connections and may transfer learning to new settingsii. creates a limited artistic response that is possibly inspired by the world around him or heriii. presents a limited evaluation of the artwork of self and others.
3-4	The student: <ol style="list-style-type: none">i. presents an adequate outline of connections and occasionally transfers learning to new settingsii. creates an adequate artistic response that is inspired by the world around him or her to some degreeiii. presents an adequate evaluation of the artwork of self and others.
5-6	The student: <ol style="list-style-type: none">i. presents a substantial outline of connections and regularly transfers learning to new settingsii. creates a substantial artistic response that is considerably inspired by the world around him or heriii. presents a substantial evaluation of the artwork of self and others.
7-8	The student: <ol style="list-style-type: none">i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settingsii. creates an excellent artistic response that is effectively inspired by the world around him or heriii. presents an excellent evaluation of the artwork of self and others.

Physical and health education

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. recalls physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to outline issues and suggest solutions to problems set in familiar situations iii. applies physical and health terminology to communicate understanding with limited success.
3–4	The student: <ol style="list-style-type: none"> i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5–6	The student: <ol style="list-style-type: none"> i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.

7–8	The student: <ol style="list-style-type: none"> i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology consistently and effectively to communicate understanding.
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Physical and health education

Criterion B: Planning for performance

Maximum: 8

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

- i. design and explain a plan for improving physical performance and health
- ii. explain the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. outlines a plan for improving physical performance and health ii. states the effectiveness of a plan based on the outcome.
3-4	The student: i. constructs and outlines a plan for improving physical performance and health ii. outlines the effectiveness of a plan based on the outcome.
5-6	The student: i. constructs and explains a plan for improving physical performance and health ii. describes the effectiveness of a plan based on the outcome.
7-8	The student: i. designs and explains a plan for improving physical performance and health ii. explains the effectiveness of a plan based on the outcome.

Physical and health education

Criterion C: Applying and performing

Maximum: 8

At the end of year 3, 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. outline and apply information to perform effectively.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">i. recalls and applies skills and techniques with limited successii. recalls and applies strategies and movement concepts with limited successiii. recalls and applies information to perform.
3-4	The student: <ul style="list-style-type: none">i. demonstrates and applies skills and techniques with limited successii. demonstrates and applies strategies and movement concepts with limited successiii. identifies and applies information to perform.
5-6	The student: <ul style="list-style-type: none">i. demonstrates and applies skills and techniquesii. demonstrates and applies strategies and movement conceptsiii. identifies and applies information to perform effectively.
7-8	The student: <ul style="list-style-type: none">i. demonstrates and applies a range of skills and techniquesii. demonstrates and applies a range of strategies and movement conceptsiii. outlines and applies information to perform effectively.

Physical and health education

Criterion D: Reflecting and improving performance

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. identifies strategies that enhance interpersonal skillsii. lists goals to enhance performanceiii. summarizes performance.
3–4	The student: <ol style="list-style-type: none">i. identifies and demonstrates strategies that enhance interpersonal skillsii. identifies goals to enhance performanceiii. outlines and summarizes performance.
5–6	The student: <ol style="list-style-type: none">i. outlines and demonstrates strategies that enhance interpersonal skillsii. identifies goals and applies strategies to enhance performanceiii. outlines and evaluates performance.
7–8	The student: <ol style="list-style-type: none">i. describes and demonstrates strategies that enhance interpersonal skillsii. outlines goals and applies strategies to enhance performanceiii. explains and evaluates performance.

Design

Criterion A: Inquiring and analysing

Maximum: 8

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

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyse a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. states the need for a solution to a problemii. states some of the main findings of relevant research.
3–4	The student: <ol style="list-style-type: none">i. outlines the need for a solution to a problemii. states the research needed to develop a solution to the problem, with some guidanceiii. outlines one existing product that inspires a solution to the problemiv. develops a basic design brief, which outlines some of the findings of relevant research.
5–6	The student: <ol style="list-style-type: none">i. explains the need for a solution to a problemii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem, with some guidanceiii. describes a group of similar products that inspire a solution to the problemiv. develops a design brief, which outlines the findings of relevant research.
7–8	The student: <ol style="list-style-type: none">i. explains and justifies the need for a solution to a problemii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independentlyiii. analyses a group of similar products that inspire a solution to the problemiv. develops a design brief, which presents the analysis of relevant research.

Design

Criterion B: Developing ideas

Maximum: 8

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

- i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. lists a few basic success criteria for the design of a solutionii. presents one design idea, which can be interpreted by othersiii. creates incomplete planning drawings/diagrams.
3–4	The student: <ol style="list-style-type: none">i. constructs a list of the success criteria for the design of a solutionii. presents a few feasible design ideas, using an appropriate medium(s) or explains key features, which can be interpreted by othersiii. outlines the main reasons for choosing the design with reference to the design specificationiv. creates planning drawings/diagrams or lists requirements for the chosen solution.
5–6	The student: <ol style="list-style-type: none">i. develops design specifications, which identify the success criteria for the design of a solutionii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by othersiii. presents the chosen design and outlines the main reasons for its selection with reference to the design specificationiv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7–8	The student: <ol style="list-style-type: none">i. develops a design specification which outlines the success criteria for the design of a solution based on the data collectedii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by othersiii. presents the chosen design and outlines the reasons for its selection with reference to the design specificationiv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Design

Criterion C: Creating the solution

Maximum: 8

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

- i. construct a logical plan, which outlines 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. explain changes made to the chosen design and the plan when making the solution
- v. present the solution as a whole.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. demonstrates minimal technical skills when making the solutionii. creates the solution, which functions poorly and is presented in an incomplete form.
3–4	The student: <ol style="list-style-type: none">i. outlines each step in a plan that contains some details, resulting in peers having difficulty following the plan to create the solutionii. demonstrates satisfactory technical skills when making the solutioniii. creates the solution, which partially functions and is adequately presentediv. outlines changes made to the chosen design or plan when making the solution.
5–6	The student: <ol style="list-style-type: none">i. constructs a plan, which considers time and resources, sufficient for peers to be able to follow to create the solutionii. demonstrates competent technical skills when making the solutioniii. creates the solution, which functions as intended and is presented appropriatelyiv. outlines changes made to the chosen design and plan when making the solution.
7–8	The student: <ol style="list-style-type: none">i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solutionii. demonstrates excellent technical skills when making the solutioniii. follows the plan to create the solution, which functions as intended and is presented appropriatelyiv. explains changes made to the chosen design and plan when making the solution.

Design

Criterion D: Evaluating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. describes a testing method, which is used to measure the success of the solutionii. states the success of the solution.
3–4	The student: <ol style="list-style-type: none">i. describes a relevant testing method, which generates data, to measure the success of the solutionii. outlines the success of the solution against the design specification based on relevant product testingiii. lists the ways in which the solution could be improvediv. outlines the impact of the solution on the client/target audience.
5–6	The student: <ol style="list-style-type: none">i. describes relevant testing methods, which generate data, to measure the success of the solutionii. describes the success of the solution against the design specification based on relevant product testingiii. outlines how the solution could be improvediv. describes the impact of the solution on the client/target audience, with guidance.
7–8	The student: <ol style="list-style-type: none">i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solutionii. explains the success of the solution against the design specification based on authentic product testingiii. describes how the solution could be improvediv. describes the impact of the solution on the client/target audience.