

CRITERIA

YEAR-4 & 5 (GRADE 9 & 10)

- 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. provides limited analysis of the content, context, language, structure, technique and style of text(s) and the relationship among textsii. provides limited analysis 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. evaluates few similarities and differences by making minimal connections in features across and within genres and texts.
3–4	The student: <ol style="list-style-type: none">i. provides adequate analysis of the content, context, language, structure, technique and style of text(s) and the relationship among textsii. provides adequate analysis 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. evaluates some similarities and differences by making adequate connections in features across and within genres and texts.

Language and Literature

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

Language and Literature

Criterion B: Organizing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student 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 sustained, 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student 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 insight, imagination and sensitivity and minimal exploration of, and critical reflection on, 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 insight, imagination and sensitivity and some exploration of, and critical reflection on, 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 insight, imagination and sensitivity and substantial exploration of, and critical reflection on, 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> <ol style="list-style-type: none">i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of insight, imagination and sensitivity and perceptive exploration of, and critical reflection on, new perspectives and ideasii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audienceiii. 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student 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"><li data-bbox="475 304 1350 374">i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression<li data-bbox="475 385 1350 455">ii. writes and speaks in a consistently appropriate register and style that serve the context and intention<li data-bbox="475 467 1350 536">iii. uses grammar, syntax and punctuation with a high degree of accuracy; errors are minor and communication is effective<li data-bbox="475 548 1350 618">iv. spells/writes and pronounces with a high degree of accuracy; errors are minor and communication is effective<li data-bbox="475 629 1350 699">v. makes effective use of appropriate non-verbal communication techniques.

Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 5, 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.

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 limited relevant terminologyii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.
3–4	The student: <ol style="list-style-type: none">i. uses some terminology accurately and appropriatelyii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples.
5–6	The student: <ol style="list-style-type: none">i. uses a range of terminology accurately and appropriatelyii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.
7–8	The student: <ol style="list-style-type: none">i. consistently uses a wide range of terminology effectivelyii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples.

Individuals and Societies

Criterion B: Investigating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. formulates a research question that is clear or focused and describes its relevanceii. formulates a limited action plan to investigate a research question or does not follow a planiii. collects and records limited information, not always consistent with the research questioniv. makes a limited evaluation of the process and results of the investigation.
3–4	The student: <ol style="list-style-type: none">i. formulates a research question that is clear and focused and describes its relevance in detailii. formulates and somewhat follows a partial action plan to investigate a research questioniii. uses a research method(s) to collect and record mostly relevant informationiv. evaluates some aspects of the process and results of the investigation.
5–6	The student: <ol style="list-style-type: none">i. formulates a clear and focused research question and explains its relevanceii. formulates and follows a substantial action plan to investigate a research questioniii. uses research method(s) to collect and record appropriate, relevant informationiv. evaluates the process and results of the investigation.
7–8	The student: <ol style="list-style-type: none">i. formulates a clear and focused research question and justifies its relevanceii. formulates and effectively follows a comprehensive action plan to investigate a research questioniii. uses research methods to collect and record appropriate, varied and relevant informationiv. thoroughly evaluates the investigation process and results.

Individuals and Societies

Criterion C: Communicating

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student 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 limited way, using a style that is limited in its appropriateness to the audience and purposeii. structures information and ideas according to the specified format in a limited wayiii. documents sources of information in a limited way.
3–4	The student: <ol style="list-style-type: none">i. communicates information and ideas satisfactorily by using a style that is somewhat appropriate to the audience and purposeii. structures information and ideas in a way that is somewhat appropriate to the specified formatiii. sometimes documents sources of information using a recognized convention.
5–6	The student: <ol style="list-style-type: none">i. communicates information and ideas accurately by using a style that is mostly appropriate to the audience and purposeii. structures information and ideas in a way that is mostly appropriate to the specified formatiii. often documents sources of information using a recognized convention.
7–8	The student: <ol style="list-style-type: none">i. communicates information and ideas effectively and accurately by using a style that is completely appropriate to the audience and purposeii. structures information and ideas in a way that is completely appropriate to the specified formatiii. consistently documents sources of information using a recognized convention.

Individuals and Societies

Criterion D: Thinking critically

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. analyses concepts, issues, models, visual representation and theories to a limited extentii. summarizes information to a limited extent to make argumentsiii. describes a limited number of sources/data in terms of origin and purpose and recognizes nominal value and limitationsiv. identifies different perspectives and minimal implications.
3–4	The student: <ol style="list-style-type: none">i. analyses concepts, issues, models, visual representation and theoriesii. summarizes information to make argumentsiii. analyses and/or evaluates sources/data in terms of origin and purpose, recognizing some value and limitationsiv. interprets different perspectives and some of their implications.
5–6	The student: <ol style="list-style-type: none">i. discusses concepts, issues, models, visual representation and theoriesii. synthesizes information to make valid argumentsiii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, usually recognizing value and limitationsiv. interprets different perspectives and their implications.
7–8	The student: <ol style="list-style-type: none">i. completes a detailed discussion of concepts, issues, models, visual representation and theoriesii. synthesizes information to make valid, well-supported argumentsiii. effectively analyses and evaluates a range of sources/data in terms of origin and purpose, consistently recognizing value and limitationsiv. thoroughly interprets a range of different perspectives and their implications.

Individuals and Societies

Mathematics

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student is able to: <ol style="list-style-type: none">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 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 general rules consistent with findingsiii. verify the validity of these 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 general rules consistent with correct findingsiii. prove, or verify and justify, these general rules.

Mathematics

Criterion C: Communicating

Maximum: 8

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

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

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">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. discuss 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. explain the degree of accuracy of the solutionv. explain 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="491 327 1299 357">i. identify the relevant elements of the authentic real-life situation<li data-bbox="491 369 1326 443">ii. select appropriate mathematical strategies to model the authentic real-life situation<li data-bbox="491 455 1362 529">iii. apply the selected mathematical strategies to reach a correct solution to the authentic real-life situation<li data-bbox="491 541 1078 571">iv. justify the degree of accuracy of the solution<li data-bbox="491 583 1273 657">v. justify 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 5, students should be able to:

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

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

Sciences

Criterion B: Inquiring and designing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student 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 investigationii. outline a testable hypothesisiii. outline the variablesiv. design a method, with limited success.
3–4	The student is able to: <ol style="list-style-type: none">i. outline a problem or question to be tested by a scientific investigationii. formulate a testable hypothesis using scientific reasoningiii. outline how to manipulate the variables, and outline 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. describe a problem or question to be tested by a scientific investigationii. formulate and explain a testable hypothesis using scientific reasoningiii. describe how to manipulate the variables, and describe 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. explain a problem or question to be tested by a scientific investigationii. formulate and explain a testable hypothesis using correct scientific reasoningiii. explain how to manipulate the variables, and explain 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student 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. interpret dataiii. 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.
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 explain resultsiii. 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.
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 explain results using scientific reasoningiii. discuss the validity of a hypothesis based on the outcome of a scientific investigationiv. discuss the validity of the method based on the outcome of a scientific investigationv. describe 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="448 343 1377 413">i. correctly collect, organize, transform and present data in numerical and/or visual forms<li data-bbox="448 436 1377 506">ii. accurately interpret data and explain results using correct scientific reasoning<li data-bbox="448 529 1377 599">iii. evaluate the validity of a hypothesis based on the outcome of a scientific investigation<li data-bbox="448 622 1377 692">iv. evaluate the validity of the method based on the outcome of a scientific investigation<li data-bbox="448 715 1377 773">v. explain 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student 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. 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. 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. 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. 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. describe the ways in which science is applied and used to address a specific problem or issueii. discuss 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> <ul style="list-style-type: none"><li data-bbox="448 350 1394 420">i. explain the ways in which science is applied and used to address a specific problem or issue<li data-bbox="448 443 1394 513">ii. discuss and evaluate the implications of using science and its application to solve a specific problem or issue, interacting with a factor<li data-bbox="448 536 1394 606">iii. consistently apply scientific language to communicate understanding clearly and precisely<li data-bbox="448 629 1394 653">iv. document sources completely.

Arts

Criterion A: Knowing and understanding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student 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 and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminologyii. demonstrates limited understanding of the role of the art form in original or displaced contextsiii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
3-4	The student: <ol style="list-style-type: none">i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminologyii. demonstrates adequate understanding of the role of the art form in original or displaced contextsiii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
5-6	The student: <ol style="list-style-type: none">i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminologyii. demonstrates substantial understanding of the role of the art form in original or displaced contextsiii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions.

Achievement level	Level descriptor
7-8	The student: <ol style="list-style-type: none">i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminologyii. demonstrates excellent understanding of the role of the art form in original or displaced contextsiii. demonstrates excellent use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.

Arts

Criterion B: Developing skills

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. develops a limited artistic intention that is rarely feasible, clear, imaginative or coherentii. demonstrates a limited range or depth of creative-thinking behavioursiii. demonstrates limited exploration of ideas to shape artistic intention that may reach a point of realization.
3–4	The student: <ol style="list-style-type: none">i. develops an adequate artistic intention that is occasionally feasible, clear, imaginative and/or coherentii. demonstrates an adequate range and depth of creative-thinking behavioursiii. demonstrates adequate exploration of ideas to shape artistic intention through to a point of realization.
5–6	The student: <ol style="list-style-type: none">i. develops a substantial artistic intention that is often feasible, clear, imaginative and coherentii. demonstrates a substantial range and depth of creative-thinking behavioursiii. demonstrates substantial exploration of ideas to purposefully shape artistic intention through to a point of realization.
7–8	The student: <ol style="list-style-type: none">i. develops an excellent artistic intention that is consistently feasible, clear, imaginative and coherentii. demonstrates an excellent range and depth of creative-thinking behavioursiii. demonstrates excellent exploration of ideas to effectively shape artistic intention through to a point of realization.

Arts

Criterion D: Responding

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. constructs limited meaning and may transfer learning to new settingsii. creates a limited artistic response that may intend to reflect or impact on the world around him or heriii. presents a limited critique of the artwork of self and others.
3–4	The student: <ul style="list-style-type: none">i. constructs adequate meaning and occasionally transfers learning to new settingsii. creates an adequate artistic response that intends to reflect or impact on the world around him or heriii. presents an adequate critique of the artwork of self and others.
5–6	The student: <ul style="list-style-type: none">i. constructs appropriate meaning and regularly transfers learning to new settingsii. creates a substantial artistic response that intends to reflect or impact on the world around him or heriii. presents a substantial critique of the artwork of self and others.
7–8	The student: <ul style="list-style-type: none">i. constructs meaning with depth and insight and effectively transfers learning to new settingsii. creates an excellent artistic response that intends to effectively reflect or impact on the world around him or heriii. presents an excellent critique of the artwork of self and others.

Physical and health education

Criterion A: Knowing and understanding

Maximum: 8

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

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

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

7-8	The student: <ol style="list-style-type: none">i. explains physical and health education factual, procedural and conceptual knowledgeii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situationsiii. 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 5, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: i. constructs and outlines a plan to improve physical performance or health ii. outlines the effectiveness of a plan based on the outcome.
3-4	The student: i. constructs and describes a plan to improve physical performance or health ii. explains the effectiveness of a plan based on the outcome.
5-6	The student: i. designs and explains a plan to improve physical performance or health ii. analyses the effectiveness of a plan based on the outcome.
7-8	The student: i. designs, explains and justifies a plan to improve physical performance or health ii. analyses and evaluates 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 5, students should be able to:

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

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

Physical and health education

Criterion D: Reflecting and improving performance

Maximum: 8

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

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

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

Design

Criterion A: Inquiring and analysing

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student 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 problem for a specified client/target audienceii. develops a basic design brief, which states the findings of relevant research.
3–4	The student: <ol style="list-style-type: none">i. outlines the need for a solution to a problem for a specified client/target audienceii. outlines a research plan, which identifies primary and secondary research needed to develop a solution to the problem, with some guidanceiii. analyses one existing product that inspires a solution to the problemiv. develops a design brief, which outlines the analysis of relevant research.
5–6	The student: <ol style="list-style-type: none">i. explains the need for a solution to a problem for a specified client/target audienceii. constructs a research plan, which identifies and prioritizes primary and secondary research needed to develop a solution to the problem, with some guidanceiii. analyses a range of existing products that inspire a solution to the problemiv. develops a design brief, which explains the analysis of relevant research.

Achievement level	Level descriptor
7–8	The student: <ol style="list-style-type: none">i. explains and justifies the need for a solution to a problem for a client/target audienceii. constructs a detailed research plan, which identifies and prioritizes the primary and secondary research needed to develop a solution to the problem independentlyiii. analyses a range of existing products that inspire a solution to the problem in detailiv. develops a detailed design brief, which summarizes the analysis of relevant research.

Design

Criterion B: Developing ideas

Maximum: 8

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

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. lists some basic design specifications for the design of a solutionii. presents one design, which can be interpreted by othersiii. creates incomplete planning drawings/diagrams.
3–4	The student: <ol style="list-style-type: none">i. lists some design specifications, which relate to the success criteria for the design of a solutionii. presents a few feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by othersiii. justifies the selection of the chosen design with reference to the design specificationiv. creates planning drawings/diagrams or lists requirements for the creation of the chosen solution.
5–6	The student: <ol style="list-style-type: none">i. develops design specifications, which outline the success criteria for the design of a solutionii. develops a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by othersiii. presents the chosen design and justifies its selection with reference to the design specificationiv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.

Design

Achievement level	Level descriptor
7-8	<p>The student:</p> <ol style="list-style-type: none">i. develops detailed design specifications, which explain the success criteria for the design of a solution based on the analysis of the researchii. develops a range of feasible design ideas, using an appropriate medium(s) and detailed annotation, which can be correctly interpreted by othersiii. presents the chosen design and justifies fully and critically its selection with detailed reference to the design specificationiv. develops accurate and detailed planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

At the end of year 5, 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.

Design

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
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 iv. outlines changes made to the chosen design and plan when making the solution.
5–6	The student: i. constructs a logical plan , which considers time and resources, sufficient for peers to be able to follow to create the solution ii. demonstrates competent technical skills when making the solution iii. creates the solution, which functions as intended and is presented appropriately iv. describes changes made to the chosen design and plan when making the solution.
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 5, 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.

Design

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