CRITERIA
YEAR-2 (GRADE 7)

- 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 2, students should be able to:

i. identify and comment upon significant aspects of texts
ii. identify and comment upon the creator’s choices
iii. justify opinions and ideas, using examples, explanations and terminology
iv. identify similarities and differences in features within and between texts.

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<tr>
<td>1–2</td>
<td>The student:</td>
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<tr>
<td></td>
<td>i. provides <strong>minimal</strong> identification and comment upon significant aspects of texts</td>
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<td>ii. provides <strong>minimal</strong> identification and comment upon the creator’s choices</td>
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<td>iii. <strong>rarely</strong> justifies opinions and ideas with examples or explanations; uses <strong>little or no</strong> terminology</td>
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<td>iv. identifies <strong>few</strong> similarities and differences in features <strong>within and between</strong> texts.</td>
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<td>3–4</td>
<td>The student:</td>
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<td>i. provides <strong>adequate</strong> identification and comment upon significant aspects of texts</td>
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<td>ii. provides <strong>adequate</strong> identification and comment upon the creator’s choices</td>
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<td>iii. <strong>justifies</strong> opinions and ideas with <strong>some</strong> examples and explanations, though this may not be consistent; uses <strong>some</strong> terminology</td>
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<td>iv. identifies <strong>some</strong> similarities and differences in features <strong>within and between</strong> texts.</td>
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<td>5–6</td>
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<td>i. provides <strong>substantial</strong> identification and comment upon significant aspects of texts</td>
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<td>ii. provides <strong>substantial</strong> identification and comment upon the creator’s choices</td>
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<td>iii. <strong>sufficiently</strong> justifies opinions and ideas with examples and explanations; uses <strong>accurate</strong> terminology</td>
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<td>iv. describes <strong>some</strong> similarities and differences in features <strong>within and between</strong> texts.</td>
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<td>7–8</td>
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<td>i. provides <em>perceptive</em> identification and comment upon significant aspects of texts</td>
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<td>ii. provides <em>perceptive</em> identification and comment upon the creator’s choices</td>
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<td>iii. gives <em>detailed justification</em> of opinions and ideas with a range of examples, and thorough explanations; uses <em>accurate</em> terminology</td>
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<td>iv. compares and contrasts features <em>within</em> and <em>between</em> texts.</td>
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Language and Literature

Criterion B: Organizing

**Maximum: 8**

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

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

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| 1–2               | The student:  
  i. makes minimal use of organizational structures, though these may not always serve the context and intention  
  ii. organizes opinions and ideas with a minimal degree of logic  
  iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention. |
| 3–4               | The student:  
  i. makes adequate use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas with some degree of logic  
  iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5–6               | The student:  
  i. makes competent use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas in a logical manner, with ideas building on each other  
  iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 7–8               | The student:  
  i. makes sophisticated use of organizational structures that serve the context and intention effectively  
  ii. effectively organizes opinions and ideas in a logical manner with ideas building on each other in a sophisticated way  
  iii. 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 2, students should be able to:

i. produce texts that demonstrate thought and imagination while exploring 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 support ideas.

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| 1–2               | The student:
|                   | i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas
|                   | ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience
|                   | iii. selects few relevant details and examples to support ideas. |
| 3–4               | The student:
|                   | i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas
|                   | ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience
|                   | iii. selects **some** relevant details and examples to support ideas. |
| 5–6               | The student:
|                   | i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas
|                   | ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience
|                   | iii. selects **sufficient** relevant details and examples to support ideas. |
| 7–8               | The student:
|                   | i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas
|                   | ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience
|                   | iii. selects **extensive** relevant details and examples to support ideas. |
Language and Literature

Criterion D: Using language

**Maximum: 8**
At the end of year 2, 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.

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| 1–2               | The student:
|                   | i. uses a **limited** range of appropriate vocabulary and forms of expression
|                   | ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention
|                   | iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication
|                   | iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication
|                   | v. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3–4               | The student:
|                   | i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression
|                   | ii. **sometimes** writes and speaks in a register and style that serve the context and intention
|                   | iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication
|                   | iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication
|                   | v. makes **some** use of appropriate non-verbal communication techniques. |
| 5–6               | The student:
|                   | i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently**
|                   | ii. writes and speaks **competently** in a register and style that serve the context and intention
|                   | iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication
|                   | iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication
<p>|                   | v. makes <strong>sufficient</strong> use of appropriate non-verbal communication techniques. |</p>
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<td>i. effectively uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
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<td>ii. writes and speaks in a <strong>consistently appropriate</strong> register and style that serve the context and intention</td>
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<td>iii. uses grammar, syntax and punctuation with a <strong>high degree</strong> of accuracy; errors are minor and communication is <strong>effective</strong></td>
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<td>iv. spells/writes and pronounces with a <strong>high degree</strong> of accuracy; errors are minor and communication is <strong>effective</strong></td>
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<td>v. makes <strong>effective</strong> use of appropriate non-verbal communication techniques.</td>
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Individuals and Societies

Criterion A: Knowing and understanding

**Maximum: 8**
At the end of year 2, students should be able to:

i. use vocabulary in context

ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

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| 1–2               | The student:  
|                   | i. recognizes some vocabulary  
|                   | ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3–4               | The student:  
|                   | i. uses some vocabulary  
|                   | ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. |
| 5–6               | The student:  
|                   | i. uses considerable relevant vocabulary, often accurately  
|                   | ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8               | The student:  
|                   | i. consistently uses relevant vocabulary accurately  
|                   | ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. |
## Individuals and Societies

### Criterion B: Investigating

**Maximum: 8**

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

i. explain the choice of a research question

ii. follow an action plan to explore a research question

iii. collect and record relevant information consistent with the research question

iv. reflect on the process and results of the investigation.

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| 1–2               | The student:
|                   | i. identifies a research question
|                   | ii. follows an action plan in a limited way to explore a research question
|                   | iii. collects and records information, to a limited extent
|                   | iv. with guidance, reflects on the research process and results, to a limited extent. |
| 3–4               | The student:
|                   | i. describes the choice of a research question
|                   | ii. partially follows an action plan to explore a research question
|                   | iii. uses a method or methods to collect and record some relevant information
|                   | iv. with guidance, reflects on the research process and results with some depth. |
| 5–6               | The student:
|                   | i. describes the choice of a research question in detail
|                   | ii. mostly follows an action plan to explore a research question
|                   | iii. uses method(s) to collect and record often relevant information
|                   | iv. reflects on the research process and results. |
| 7–8               | The student:
|                   | i. explains the choice of a research question
|                   | ii. effectively follows an action plan to explore a research question
|                   | iii. uses methods to collect and record consistently relevant information
|                   | iv. thoroughly reflects on the research process and results. |
Individuals and Societies

Criterion C: Communicating

Maximum: 8
At the end of year 2, students should be able to:

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

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| 1–2               | The student:  
    i. communicates information and ideas in a style that is not always clear  
    ii. organizes information and ideas in a limited way  
    iii. inconsistently lists sources, not following the task instructions. |
| 3–4               | The student:  
    i. communicates information and ideas in a way that is somewhat clear  
    ii. somewhat organizes information and ideas  
    iii. lists sources in a way that sometimes follows the task instructions. |
| 5–6               | The student:  
    i. communicates information and ideas in a way that is mostly clear  
    ii. mostly organizes information and ideas  
    iii. lists sources in a way that often follows the task instructions. |
| 7–8               | The student:  
    i. communicates information and ideas in a way that is completely clear  
    ii. completely organizes information and ideas effectively  
    iii. lists sources in a way that always follows the task instructions. |
Individuals and Societies

Criterion D: Thinking critically

**Maximum: 8**
At the end of year 2, students should be able to:

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

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| 1–2               | The student:  
  i. identifies the main points of ideas, events, visual representation or arguments *to a limited extent*  
  ii. rarely uses information to justify opinions  
  iii. identifies the origin and purpose of limited sources/data  
  iv. identifies some different views. |
| 3–4               | The student:  
  i. identifies some main points of ideas, events, visual representation or arguments  
  ii. justifies opinions with some information  
  iii. identifies the origin and purpose of sources/data  
  iv. identifies some different views and suggests some of their implications. |
| 5–6               | The student:  
  i. identifies the main points of ideas, events, visual representation or arguments  
  ii. gives *sufficient* justification of opinions using information  
  iii. identifies the origin and purpose of a range of sources/data  
  iv. identifies different views and *most* of their implications. |
| 7–8               | The student:  
  i. identifies in detail the main points of ideas, events, visual representation or arguments  
  ii. gives *detailed* justification of opinions using information  
  iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose  
  iv. consistently identifies different views and their implications. |
Mathematics

Criterion A: Knowing and understanding

**Maximum: 8**
At the end of year 2, 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.

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| 1–2               | The student is able to:  
  i. **select** appropriate mathematics when solving simple problems in familiar situations  
  ii. **apply** the selected mathematics successfully when solving these problems  
  iii. **solve** these problems correctly. |
| 3–4               | The student is able to:  
  i. **select** appropriate mathematics when solving more complex problems in familiar situations  
  ii. **apply** the selected mathematics successfully when solving these problems  
  iii. **solve** these problems correctly. |
| 5–6               | The student is able to:  
  i. **select** appropriate mathematics when solving challenging problems in familiar situations  
  ii. **apply** the selected mathematics successfully when solving these problems  
  iii. **solve** these problems correctly. |
| 7–8               | The student is able to:  
  i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations  
  ii. **apply** the selected mathematics successfully when solving these problems  
  iii. **solve** these problems correctly. |
Mathematics

Criterion B: Investigating patterns

**Maximum: 8**
At the end of year 2, students should be able to:

i. **apply** mathematical problem-solving techniques to recognize patterns

ii. **describe** patterns as relationships or general rules consistent with correct findings

iii. **verify** whether the pattern works for other examples.

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| 1–2               | The student is able to:  
  i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns  
  ii. **state** predictions consistent with simple patterns. |
| 3–4               | The student is able to:  
  i. **apply** mathematical problem-solving techniques to recognize patterns  
  ii. **suggest** how these patterns work. |
| 5–6               | The student is able to:  
  i. **apply** mathematical problem-solving techniques to recognize patterns  
  ii. **suggest** relationships or general rules consistent with findings  
  iii. **verify** whether patterns work for another example. |
| 7–8               | The student is able to:  
  i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns  
  ii. **describe** patterns as relationships or general rules consistent with correct findings  
  iii. **verify** whether patterns work for other examples. |
Mathematics

Criterion C: Communicating

Maximum: 8
At the end of year 2, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

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| 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 understand. |
| 3–4               | The student is able to:
|                   | i. **use** some appropriate mathematical language
|                   | ii. **use** different forms of mathematical representation to present information adequately
|                   | iii. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent
|                   | iv. adequately **organize** information using a logical structure. |
| 5–6               | The student is able to:
|                   | i. **usually use** appropriate mathematical language
|                   | ii. **usually use** different forms of mathematical representation to present information correctly
|                   | iii. **communicate** through lines of reasoning that are usually coherent
|                   | iv. **present** work that is usually organized using a logical structure. |
| 7–8               | The student is able to:
|                   | i. **consistently use** appropriate mathematical language
|                   | ii. **consistently use** different forms of mathematical representation to present information correctly
|                   | iii. **communicate** clearly through coherent lines of reasoning
|                   | iv. **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 2, 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. **describe** whether a solution makes sense in the context of the authentic real-life situation.

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| 1–2               | The student is able to:  
  i. **identify** some of the elements of the authentic real-life situation  
  ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success. |
| 3–4               | The student is able to:  
  i. **identify** the relevant elements of the authentic real-life situation  
  ii. **apply** mathematical strategies to reach a solution to the authentic real-life situation  
  iii. **state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation. |
| 5–6               | The student is able to:  
  i. **identify** the relevant elements of the authentic real-life situation  
  ii. **select** adequate mathematical strategies to model the authentic real-life situation  
  iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation  
  iv. **describe** the degree of accuracy of the solution  
  v. **state** correctly whether the solution makes sense in the context of the authentic real-life situation. |
| 7–8               | The student is able to:  
  i. **identify** the relevant elements of the authentic real-life situation  
  ii. **select** adequate mathematical strategies to model the authentic real-life situation  
  iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation  
  iv. **explain** the degree of accuracy of the solution  
  v. **describe** correctly 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 2, students should be 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.

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| 1–2               | The student is able to:  
|                   | i. select scientific knowledge  
|                   | ii. select scientific knowledge and understanding to suggest solutions to problems set in familiar situations  
|                   | iii. apply information to make judgments, with limited success. |
| 3–4               | 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. |
| 5–6               | 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. |
| 7–8               | 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. |
Sciences

Criterion B: Inquiring and designing

**Maximum: 8**

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

i. outline an appropriate problem or research question to be tested by a scientific investigation

ii. outline a testable prediction using scientific reasoning

iii. outline how to manipulate the variables, and outline how data will be collected

iv. design scientific investigations.

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| 1–2               | The student is able to:  
  i.  **select a** problem or question to be tested by a scientific investigation  
  ii. **select a** testable prediction  
  iii. **state a** variable  
  iv. design a method with limited success. |
| 3–4               | The student is able to:  
  i. **state a** problem or question to be tested by a scientific investigation  
  ii. **state a** testable prediction  
  iii. **state how** to manipulate the variables, and **state how data** will be collected  
  iv. design a **safe method** in which he or she selects materials and equipment. |
| 5–6               | The student is able to:  
  i. **state a** problem or question to be tested by a scientific investigation  
  ii. **outline a** testable prediction  
  iii. **outline how** to manipulate the variables, and **state how relevant data** will be collected  
  iv. design a **complete and safe method** in which he or she selects appropriate materials and equipment. |
| 7–8               | The student is able to:  
  i. **outline a** problem or question to be tested by a scientific investigation  
  ii. **outline a** testable prediction using **scientific reasoning**  
  iii. **outline how** to manipulate the variables, and **outline how sufficient, relevant data** will be collected  
  iv. 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 2, students should be able to:

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

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<tr>
<td>1–2</td>
<td>The student is able to:</td>
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<tr>
<td></td>
<td>i. collect and present data in numerical and/or visual forms</td>
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<td></td>
<td>ii. interpret data</td>
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<td>iii. state the validity of a prediction based on the outcome of a scientific investigation, with limited success</td>
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<td>iv. state the validity of the method based on the outcome of a scientific investigation, with limited success</td>
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<td>v. state improvements or extensions to the method that would benefit the scientific investigation, with limited success.</td>
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<td>3–4</td>
<td>The student is able to:</td>
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<tr>
<td></td>
<td>i. correctly collect and present data in numerical and/or visual forms</td>
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<td></td>
<td>ii. accurately interpret data and outline results</td>
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<td>iii. state the validity of a prediction based on the outcome of a scientific investigation</td>
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<td>iv. state the validity of the method based on the outcome of a scientific investigation</td>
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<td>v. state improvements or extensions to the method that would benefit the scientific investigation.</td>
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<td>5–6</td>
<td>The student is able to:</td>
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<td>i. correctly collect, organize and present data in numerical and/or visual forms</td>
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<td></td>
<td>ii. accurately interpret data and outline results using scientific reasoning</td>
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<td>iii. outline the validity of a prediction based on the outcome of a scientific investigation</td>
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</table>
| 7-8               | The student is able to:  
|                   | i. correctly collect, organize, transform and present data in numerical and/or visual forms  
|                   | ii. accurately interpret data and outline results using correct scientific reasoning  
|                   | iii. discuss the validity of a prediction based on the outcome of a scientific investigation  
|                   | iv. discuss the validity of the method based on the outcome of a scientific investigation  
|                   | 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 2, students should be able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue

ii. describe and summarize 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.

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| 1–2               | The student is able to, with limited success:  
|                   | i. **state** the ways in which science is used to address a specific problem or issue  
|                   | ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor  
|                   | iii. **apply scientific language** to communicate understanding  
|                   | iv. **document sources.** |
| 3–4               | The student is able to:  
|                   | i. **state** the ways in which science is used to address a specific problem or issue  
|                   | ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor  
|                   | iii. **sometimes apply** scientific language to communicate understanding  
|                   | iv. **sometimes document sources correctly.** |
| 5–6               | The student is able to:  
|                   | i. **outline** the ways in which science is used to address a specific problem or issue  
|                   | ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor  
|                   | iii. **usually apply** scientific language to communicate understanding clearly and precisely  
|                   | iv. **usually document sources correctly.** |
| 7–8               | The student is able to:  
|                   | i. **summarize** the ways in which science is applied and used to address a specific problem or issue  
|                   | ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor  
|                   | iii. **consistently apply** scientific language to communicate understanding clearly and precisely  
|                   | iv. **document sources** completely. |
Arts

Criterion A: Knowing and understanding

**Maximum: 8**
At the end of year 2, students should be able to:

i. demonstrate awareness of the art form studied, including the use of appropriate language

ii. demonstrate awareness of the relationship between the art form and its context

iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

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</table>
| 1–2               | The student:
|                   | i. demonstrates **limited** awareness of the art form studied, including *limited* use of appropriate language |
|                   | ii. demonstrates **limited** awareness of the relationship between the art form and its context |
|                   | iii. demonstrates **limited** awareness of the links between the knowledge acquired and artwork created. |
| 3–4               | The student:
|                   | i. demonstrates **adequate** awareness of the art form studied, including *adequate* use of appropriate language |
|                   | ii. demonstrates **adequate** awareness of the relationship between the art form and its context |
|                   | iii. demonstrates **adequate** awareness of the links between the knowledge acquired and artwork created. |
| 5–6               | The student:
|                   | i. demonstrates **substantial** awareness of the art form studied, including *substantial* use of appropriate language |
|                   | ii. demonstrates **substantial** awareness of the relationship between the art form and its context |
|                   | iii. demonstrates **substantial** awareness of the links between the knowledge acquired and artwork created. |
| 7–8               | The student:
|                   | i. demonstrates **excellent** awareness of the art form studied, including *excellent* use of appropriate language |
|                   | ii. demonstrates **excellent** awareness of the relationship between the art form and its context |
|                   | iii. demonstrates **excellent** awareness of the links between the knowledge acquired and artwork created. |
Arts

Criterion B: Developing skills

**Maximum: 8**
At the end of year 2, students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

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</table>
| 1–2               | The student:
|                   | i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied |
|                   | ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art. |
| 3–4               | The student:
|                   | i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied |
|                   | ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art. |
| 5–6               | The student:
|                   | i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied |
|                   | ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art. |
| 7–8               | The student:
|                   | i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied |
|                   | ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art. |
Arts

Criterion C: Thinking creatively

**Maximum: 8**
At the end of year 2, students should be able to:

i. identify an artistic intention  
ii. identify alternatives and perspectives  
iii. demonstrate the exploration of ideas.

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</table>
| 1–2               | The student:  
(i). identifies a **limited** artistic intention  
(ii). identifies **limited** alternatives and perspectives  
(iii). demonstrates **limited** exploration of ideas. |
| 3–4               | The student:  
(i). identifies an **adequate** artistic intention  
(ii). identifies **adequate** alternatives and perspectives  
(iii). demonstrates **adequate** exploration of ideas. |
| 5–6               | The student:  
(i). identifies a **substantial** artistic intention  
(ii). identifies **substantial** alternatives and perspectives  
(iii). demonstrates **substantial** exploration of ideas. |
| 7–8               | The student:  
(i). identifies an **excellent** artistic intention  
(ii). identifies **excellent** alternatives and perspectives  
(iii). demonstrates **excellent** exploration of ideas. |
Arts

Criterion D: Responding

**Maximum: 8**
At the end of year 2, students should be able to:

i. identify connections between art forms, art and context, or art and prior learning

ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

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</table>
| 1–2               | The student:  
  i. identifies **limited** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **limited** recognition that the world contains inspiration or influence for art  
  iii. presents a **limited** evaluation of certain elements of artwork. |
| 3–4               | The student:  
  i. identifies **adequate** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **adequate** recognition that the world contains inspiration or influence for art  
  iii. presents an **adequate** evaluation of certain elements of artwork. |
| 5–6               | The student:  
  i. identifies **substantial** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **substantial** recognition that the world contains inspiration or influence for art  
  iii. presents a **substantial** evaluation of certain elements of artwork. |
| 7–8               | The student:  
  i. identifies **excellent** connections between art forms, art and context, or art and prior learning  
  ii. demonstrates **excellent** recognition that the world contains inspiration or influence for art  
  iii. presents an **excellent** evaluation of certain elements or principles of artwork. |
Physical and health education

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, students should be able to:

i. outline physical and health education-related factual, procedural and conceptual knowledge

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology to communicate understanding.

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</table>
| 1–2               | The student:  
|                   | i. **recalls some** physical and health education factual, procedural and conceptual knowledge  
|                   | ii. **identifies** physical and health education knowledge to outline issues  
|                   | iii. **recalls** physical and health terminology. |
| 3–4               | The student:  
|                   | 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. |
| 5–6               | The student:  
|                   | i. **states** physical and health education factual, procedural and conceptual knowledge  
|                   | ii. **identifies** physical and health education knowledge to outline issues and **solve** problems set in familiar situations  
|                   | iii. **applies** physical and health terminology **consistently** to communicate understanding. |
| 7–8               | The student:  
|                   | i. **outlines** physical and health education factual, procedural and conceptual knowledge  
|                   | ii. **identifies** physical and health education knowledge to **describe** issues and **solve** problems set in familiar and unfamiliar situations  
|                   | iii. **applies** physical and health terminology **consistently** to communicate understanding. |
Physical and health education

Criterion B: Planning for performance

**Maximum: 8**  
At the end of year 2, students should be able to:

i. construct and outline a plan for improving health or physical activity  
ii. describe the effectiveness of a plan based on the outcome.

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<tr>
<td>1–2</td>
<td>The student:</td>
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<tr>
<td></td>
<td>i. states plans for improving health or physical activity</td>
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<td>ii. states the effectiveness of a plan.</td>
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<td>3–4</td>
<td>The student:</td>
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<tr>
<td></td>
<td>i. outlines a basic plan for improving health or physical activity</td>
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<td>ii. states the effectiveness of a plan based on the outcome.</td>
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<td>5–6</td>
<td>The student:</td>
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<td></td>
<td>i. outlines a plan for improving health or physical activity</td>
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<td>ii. identifies the effectiveness of a plan based on the outcome.</td>
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<tr>
<td>7–8</td>
<td>The student:</td>
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<tr>
<td></td>
<td>i. constructs and outlines a plan for improving health or physical activity</td>
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<tr>
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<td>ii. describes the effectiveness of a plan based on the outcome.</td>
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Physical and health education

Criterion C: Applying and performing

**Maximum: 8**
At the end of year 2, students should be able to:

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

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</table>
| 1–2               | The student:
|                   | i. recalls some skills and techniques
|                   | ii. recalls some strategies and movement concepts
|                   | iii. applies information to perform with limited success. |
| 3–4               | The student:
|                   | i. recalls skills and techniques
|                   | ii. recalls strategies and movement concepts
|                   | iii. applies information to perform. |
| 5–6               | The student:
|                   | i. recalls and applies skills and techniques
|                   | ii. recalls and applies a range of strategies and movement concepts
|                   | iii. applies information to perform effectively. |
| 7–8               | The student:
|                   | i. recalls and applies a range of skills and techniques
|                   | ii. recalls and applies a range of strategies and movement concepts
|                   | iii. recalls and applies information to perform effectively. |
Physical and health education

Criterion D: Reflecting and improving performance

**Maximum: 8**
At the end of year 2, students should be able to:

i. identify and demonstrate strategies to enhance interpersonal skills
ii. identify goals and apply strategies to enhance performance
iii. describe and summarize performance.

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| 1–2               | The student:
|                   | i. states a strategy to enhance interpersonal skills |
|                   | ii. states a goal to enhance performance |
|                   | iii. describes performance. |
| 3–4               | The student:
|                   | i. lists strategies to enhance interpersonal skills |
|                   | ii. states a goal and applies strategies to enhance performance |
|                   | iii. summarizes performance. |
| 5–6               | The student:
|                   | i. identifies strategies to enhance interpersonal skills |
|                   | ii. lists goals and applies strategies to enhance performance |
|                   | iii. outlines and summarizes performance. |
| 7–8               | The student:
|                   | i. identifies and demonstrates strategies to enhance interpersonal skills |
|                   | ii. identifies goals and applies strategies to enhance performance |
|                   | iii. describes and summarizes performance. |
Design

Criterion A: Inquiring and analysing

**Maximum: 8**

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

i. explain and justify the need for a solution to a problem

ii. state and prioritize the main points of research needed to develop a solution to the problem

iii. describe the main features of one existing product that inspires a solution to the problem

iv. present the main findings of relevant research.

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</table>
| 1-2               | The student:
|                   | i. **states** the need for a solution to a problem
|                   | ii. **states** the findings of research. |
| 3-4               | The student:
|                   | i. **outlines** the need for a solution to a problem
|                   | ii. **states some** points of research needed to **develop** a solution, **with some guidance**
|                   | iii. **states** the main features of an existing product that inspires a solution to the problem
|                   | iv. **outlines some of the** main findings of research. |
| 5-6               | The student:
|                   | i. **explains** the need for a solution to a problem
|                   | ii. **states and prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance**
|                   | iii. **outlines** the main features of an existing product that inspires a solution to the problem
|                   | iv. **outlines** the main findings of relevant research. |
| 7-8               | The student:
|                   | i. **explains and justifies** the need for a solution to a problem
|                   | ii. **states and prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance**
|                   | iii. **describes** the main features of an existing product that inspires a solution to the problem
|                   | iv. **presents** the main findings of relevant research. |
Design

Criterion B: Developing ideas

**Maximum: 8**
At the end of year 2, students should be able to:

i. develop a list of success criteria for the solution
ii. present feasible design ideas, which can be correctly interpreted by others
iii. present the chosen design
iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

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| 1–2               | The student:
  i. **states one** basic success criterion for a solution
  ii. **presents one** design idea, which can be interpreted by others
  iii. **creates** an incomplete planning drawing/diagram. |
| 3–4               | The student:
  i. **states a few** success criteria for the solution
  ii. **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others
  iii. **states** the key features of the chosen design
  iv. **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution. |
| 5–6               | The student:
  i. **develops a few** success criteria for the solution
  ii. **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others
  iii. **presents the chosen design stating** the key features
  iv. **creates** a planning drawing/diagram and **lists the main details for the creation of the chosen solution.** |
| 7–8               | The student:
  i. **develops a list of** success criteria for the solution
  ii. **presents feasible design ideas, using an appropriate medium(s) and outlines** the key features, which can be correctly interpreted by others
  iii. **presents the chosen design describing** the key features
  iv. **creates a planning drawing/diagram, which outlines** the main details for making the chosen solution. |
Design

Criterion C: Creating the solution

Maximum: 8
At the end of year 2, students should be able to:

i. outline a plan, which considers the use of resources and time, 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. list the changes made to the chosen design and plan when making the solution

v. present the solution as a whole.

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| 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. lists the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution
|                   | ii. demonstrates satisfactory technical skills when making the solution
|                   | iii. creates the solution, which partially functions and is adequately presented
|                   | iv. states one change made to the chosen design or plan when making the solution. |
| 5–6               | The student: 
|                   | i. lists the steps in a plan, which considers time and resources, resulting in peers being able to follow the plan 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. states one change made to the chosen design and plan when making the solution. |
| 7–8               | The student: 
|                   | i. outlines a plan, which considers the use of resources and time, 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. lists the changes made to the chosen design and plan when making the solution. |
Design

Criterion D: Evaluating

**Maximum: 8**

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

i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
ii. outline the success of the solution against the design specification
iii. outline how the solution could be improved
iv. outline the impact of the solution on the client/target audience.

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| 1–2               | The student:
|                   | i. *defines* a testing method, which is used to measure the success of the solution
|                   | ii. *states* the success of the solution. |
| 3–4               | The student:
|                   | i. *defines a relevant testing method*, which generates data, to measure the success of the solution
|                   | ii. *states* the success of the solution against the design specification based on the results of *one relevant test*
|                   | iii. *states one way* in which the solution could be improved
|                   | iv. *states one way* in which the solution can impact the client/target audience. |
| 5–6               | The student:
|                   | i. *defines relevant testing methods*, which generate data, to measure the success of the solution
|                   | ii. *states* the success of the solution against the design specification based on *relevant* product testing
|                   | iii. *outlines one way* in which the solution could be improved
|                   | iv. *outlines the impact of the solution on the client/target audience, with guidance.* |
| 7–8               | The student:
|                   | i. *outlines simple, relevant testing methods*, which generate data, to measure the success of the solution
|                   | ii. *outlines the success of the solution against the design specification based on authentic product testing*
|                   | iii. *outlines* how the solution could be improved
|                   | iv. *outlines the impact of the solution on the client/target audience.* |