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.

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

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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 coherence and logic**  
  iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may **not always be suitable** to the context and intention. |
| 3–4               | The student:  
  i. makes **adequate** use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas with a **some degree of coherence and logic**  
  iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention. |
| 5–6               | The student:  
  i. makes **competent** use of organizational structures that serve the context and intention  
  ii. organizes opinions and ideas in a **coherent and logical** manner with ideas building on each other  
  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 **sustained, coherent and 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 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.

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<tr>
<td>1–2</td>
<td>The student:</td>
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<tr>
<td></td>
<td>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 ideas</td>
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<td>ii. makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of impact on an audience</td>
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<td>iii. selects few relevant details and examples to develop ideas.</td>
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<td>3–4</td>
<td>The student:</td>
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<td></td>
<td>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 ideas</td>
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<tr>
<td></td>
<td>ii. makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of impact on an audience</td>
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<td>iii. selects some relevant details and examples to develop ideas.</td>
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<td>5–6</td>
<td>The student:</td>
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<td>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 ideas</td>
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<td>ii. makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</td>
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<td>iii. selects sufficient relevant details and examples to develop ideas.</td>
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<td>7–8</td>
<td>The student:</td>
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<td>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 ideas</td>
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<td></td>
<td>ii. makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating good awareness of impact on an audience</td>
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<td>iii. selects extensive relevant details and examples to develop ideas with precision.</td>
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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.

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<tr>
<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
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</table>
| 1–2               | The student:  
    i. uses a **limited** range of appropriate vocabulary and forms of expression  
    ii. writes and speaks in an **inappropriate** register and style that do not serve the context and intention  
    iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication  
    iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication  
    v. makes **limited and/or inappropriate** use of non-verbal communication techniques. |
| 3–4               | The student:  
    i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression  
    ii. **sometimes** writes and speaks in a register and style that serve the context and intention  
    iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication  
    iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication  
    v. makes some use of appropriate non-verbal communication techniques. |
| 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  
    v. makes **sufficient** use of appropriate non-verbal communication techniques. |
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<td>7-8</td>
<td>The student:</td>
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<tr>
<td></td>
<td>i. <em>effectively</em> uses a range of appropriate vocabulary, sentence structures and forms of expression</td>
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<td>ii. writes and speaks in a <em>consistently appropriate</em> register and style that serve the context and intention</td>
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<td>iii. uses grammar, syntax and punctuation with a <em>high degree</em> of accuracy; errors are minor and communication is <em>effective</em></td>
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<td>iv. spells/writes and pronounces with a <em>high degree</em> of accuracy; errors are minor and communication is <em>effective</em></td>
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<td>v. makes <em>effective</em> 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 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.

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| 1–2               | The student:
  i. uses limited relevant terminology
  ii. demonstrates **basic** knowledge and understanding of content and concepts with **minimal** descriptions and/or examples. |
| 3–4               | The student:
  i. uses **some** terminology **accurately and appropriately**
  ii. demonstrates **adequate** knowledge and understanding of content and concepts through **satisfactory** descriptions, explanations and examples. |
| 5–6               | The student:
  i. uses a **range** of terminology **accurately and appropriately**
  ii. demonstrates **substantial** knowledge and understanding of content and concepts through **accurate** descriptions, explanations and examples. |
| 7–8               | The student:
  i. **consistently uses a wide range** of terminology **effectively**
  ii. demonstrates **excellent** knowledge and understanding of content and concepts through **thorough, accurate** descriptions, explanations and examples. |
**Criterion B: Investigating**

**Maximum: 8**

At the end of year 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.

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| 1–2               | The student:  
|                   | i. formulates a research question that is clear or focused and describes its relevance  
|                   | ii. formulates a limited action plan to investigate a research question or does not follow a plan  
|                   | iii. collects and records limited information, not always consistent with the research question  
|                   | iv. makes a limited evaluation of the process and results of the investigation. |
| 3–4               | The student:  
|                   | i. formulates a research question that is clear and focused and describes its relevance in detail  
|                   | ii. formulates and somewhat follows a partial action plan to investigate a research question  
|                   | iii. uses a research method(s) to collect and record mostly relevant information  
|                   | iv. evaluates some aspects of the process and results of the investigation. |
| 5–6               | The student:  
|                   | i. formulates a clear and focused research question and explains its relevance  
|                   | ii. formulates and follows a substantial action plan to investigate a research question  
|                   | iii. uses research method(s) to collect and record appropriate, relevant information  
|                   | iv. evaluates the process and results of the investigation. |
| 7–8               | The student:  
|                   | i. formulates a clear and focused research question and justifies its relevance  
|                   | ii. formulates and effectively follows a comprehensive action plan to investigate a research question  
|                   | iii. uses research methods to collect and record appropriate, varied and relevant information  
|                   | iv. thoroughly evaluates the investigation process and results. |
**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.

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<tr>
<td>1–2</td>
<td>The student: i. communicates information and ideas in a <strong>limited way</strong>, using a style that is <strong>limited in its appropriateness</strong> to the audience and purpose ii. structures information and ideas according to the specified format in a <strong>limited way</strong> iii. documents sources of information in a <strong>limited way</strong>.</td>
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<tr>
<td>3–4</td>
<td>The student: i. communicates information and ideas <strong>satisfactorily</strong> by using a style that is <strong>somewhat appropriate</strong> to the audience and purpose ii. structures information and ideas in a way that is <strong>somewhat appropriate</strong> to the specified format iii. <strong>sometimes</strong> documents sources of information using a recognized convention.</td>
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<td>5–6</td>
<td>The student: i. communicates information and ideas <strong>accurately</strong> by using a style that is <strong>mostly appropriate</strong> to the audience and purpose ii. structures information and ideas in a way that is <strong>mostly appropriate</strong> to the specified format iii. <strong>often</strong> documents sources of information using a recognized convention.</td>
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<tr>
<td>7–8</td>
<td>The student: i. communicates information and ideas <strong>effectively and accurately</strong> by using a style that is <strong>completely appropriate</strong> to the audience and purpose ii. structures information and ideas in a way that is <strong>completely appropriate</strong> to the specified format iii. <strong>consistently</strong> documents sources of information using a recognized convention.</td>
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# 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.

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| 1–2               | The student:  
   i. **analyzes** concepts, issues, models, visual representation and theories to a **limited extent**  
   ii. **summarizes** information to a **limited extent** to make arguments  
   iii. **describes a limited number of** sources/data in terms of origin and purpose and recognizes **nominal** value and limitations  
   iv. **identifies** different perspectives and **minimal** implications. |
| 3–4               | The student:  
   i. **analyzes** concepts, issues, models, visual representation and theories  
   ii. **summarizes** information to make arguments  
   iii. **analyzes and/or evaluates** sources/data in terms of origin and purpose, recognizing **some** value and limitations  
   iv. **interprets** different perspectives and **some** of their implications. |
| 5–6               | The student:  
   i. **discusses** concepts, issues, models, visual representation and theories  
   ii. **synthesizes** information to make **valid** arguments  
   iii. **effectively analyzes and evaluates a range** of sources/data in terms of origin and purpose, **usually** recognizing value and limitations  
   iv. **interprets** different perspectives and their implications. |
| 7–8               | The student:  
   i. **completes a detailed discussion** of concepts, issues, models, visual representation and theories  
   ii. **synthesizes** information to make **valid, well-supported** arguments  
   iii. **effectively analyzes and evaluates a range** of sources/data in terms of origin and purpose, **consistently** recognizing value and limitations  
   iv. **thoroughly interprets a range** of different perspectives and their implications. |
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.

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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. generally 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. generally 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. generally 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. 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.

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| 1-2               | The student is able to:  
  i. **apply**, with teacher support, mathematical problem-solving techniques to discover simple patterns  
  ii. **state** predictions consistent with patterns. |
| 3-4               | The student is able to:  
  i. **apply** mathematical problem-solving techniques to discover simple patterns  
  ii. **suggest** general rules consistent with findings. |
| 5-6               | The student is able to:  
  i. **select** and apply mathematical problem-solving techniques to discover complex patterns  
  ii. **describe** patterns as general rules consistent with findings  
  iii. **verify** the validity of these general rules. |
| 7-8               | The student is able to:  
  i. **select** and apply mathematical problem-solving techniques to discover complex patterns  
  ii. **describe** patterns as general rules consistent with correct findings  
  iii. **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.

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<td>1–2</td>
<td>The student is able to:</td>
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<td>i. use limited mathematical language</td>
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<td>ii. use limited forms of mathematical representation to present information</td>
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<td>iii. communicate through lines of reasoning that are difficult to interpret.</td>
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<td>3–4</td>
<td>The student is able to:</td>
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<td>i. use some appropriate mathematical language</td>
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<td>ii. use appropriate forms of mathematical representation to present information adequately</td>
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<td>iii. communicate through lines of reasoning that are complete</td>
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<td>iv. adequately organize information using a logical structure.</td>
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<td>5–6</td>
<td>The student is able to:</td>
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<td>i. usually use appropriate mathematical language</td>
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<td></td>
<td>ii. usually use appropriate forms of mathematical representation to present information correctly</td>
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<td></td>
<td>iii. usually move between different forms of mathematical representation</td>
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<td>iv. communicate through lines of reasoning that are complete and coherent</td>
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<td>v. present work that is usually organized using a logical structure.</td>
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<td>7–8</td>
<td>The student is able to:</td>
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<td>i. consistently use appropriate mathematical language</td>
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<td>ii. use appropriate forms of mathematical representation to consistently present information correctly</td>
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<td>iii. move effectively between different forms of mathematical representation</td>
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<td>iv. communicate through lines of reasoning that are complete, coherent and concise</td>
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<td>v. present work that is consistently organized using a logical structure.</td>
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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.

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<td>1–2</td>
<td>The student is able to:</td>
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<td>i. <strong>identify</strong> some of the elements of the authentic real-life situation</td>
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<td>ii. <strong>apply</strong> mathematical strategies to find a solution to the authentic real-life situation, with limited success.</td>
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<tr>
<td>3–4</td>
<td>The student is able to:</td>
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<tr>
<td></td>
<td>i. <strong>identify</strong> the relevant elements of the authentic real-life situation</td>
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<td>ii. <strong>select</strong>, with some success, adequate mathematical strategies to model the authentic real-life situation</td>
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<td>iii. <strong>apply</strong> mathematical strategies to reach a solution to the authentic real-life situation</td>
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<td>iv. <strong>discuss</strong> whether the solution makes sense in the context of the authentic real-life situation.</td>
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<td>5–6</td>
<td>The student is able to:</td>
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<td>i. <strong>identify</strong> the relevant elements of the authentic real-life situation</td>
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<td>ii. <strong>select</strong> adequate mathematical strategies to model the authentic real-life situation</td>
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<td>iii. <strong>apply</strong> the selected mathematical strategies to reach a valid solution to the authentic real-life situation</td>
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<td>iv. <strong>explain</strong> the degree of accuracy of the solution</td>
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<td>v. <strong>explain</strong> whether the solution makes sense in the context of the authentic real-life situation.</td>
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| 7–8               | The student is able to:  
|                   | i. **identify** the relevant elements of the authentic real-life situation  
|                   | ii. **select** appropriate 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. **justify** the degree of accuracy of the solution  
|                   | 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.

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<td>The student <strong>does not</strong> reach a standard identified by any of the descriptors below.</td>
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</table>
| 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.

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<td>The student <strong>does not</strong> reach a standard identified by any of the descriptors below.</td>
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</table>
| 1–2               | The student is able to:  
  i. **state** a problem or question to be tested by a scientific investigation  
  ii. **outline** a testable hypothesis  
  iii. **outline** the variables  
  iv. **design** a method, **with limited success**. |
| 3–4               | The student is able to:  
  i. **outline** a problem or question to be tested by a scientific investigation  
  ii. **formulate** a testable hypothesis **using scientific reasoning**  
  iii. **outline** how to manipulate the variables, and **outline how relevant data will be collected**  
  iv. **design** a **safe method** in which he or she selects materials and equipment. |
| 5–6               | The student is able to:  
  i. **describe** a problem or question to be tested by a scientific investigation  
  ii. **formulate and explain** a testable hypothesis **using scientific reasoning**  
  iii. **describe** how to manipulate the variables, and **describe how sufficient, relevant data will be collected**  
  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. **explain** a problem or question to be tested by a scientific investigation  
  ii. **formulate and explain** a testable hypothesis **using correct scientific reasoning**  
  iii. **explain** how to manipulate the variables, and **explain 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 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.

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

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<tr>
<td>1–2</td>
<td>The student is able to:</td>
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<td></td>
<td>i. outline the ways in which science is used to address a specific problem or issue</td>
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<td>ii. outline the implications of using science to solve a specific problem or issue, interacting with a factor</td>
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<td>iii. apply scientific language to communicate understanding but does so with limited success</td>
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<td>iv. document sources, with limited success.</td>
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<td>3–4</td>
<td>The student is able to:</td>
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<td></td>
<td>i. summarize the ways in which science is applied and used to address a specific problem or issue</td>
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<td>ii. describe the implications of using science and its application to solve a specific problem or issue, interacting with a factor</td>
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<td>iii. sometimes apply scientific language to communicate understanding</td>
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<td>iv. sometimes document sources correctly.</td>
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<td>The student is able to:</td>
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<td>i. describe the ways in which science is applied and used to address a specific problem or issue</td>
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<td>ii. discuss the implications of using science and its application to solve a specific problem or issue, interacting with a factor</td>
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<td>iii. usually apply scientific language to communicate understanding clearly and precisely</td>
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<td>iv. usually document sources correctly.</td>
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<td>7–8</td>
<td>The student is able to:</td>
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<td>i. <em>explain</em> the ways in which science is applied and used to address a specific problem or issue</td>
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<td>ii. <em>discuss and evaluate</em> the implications of using science and its application to solve a specific problem or issue, interacting with a factor</td>
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<td>iii. <em>consistently apply</em> scientific language to communicate understanding clearly and precisely</td>
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<td>iv. <em>document sources completely.</em></td>
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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.

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| 1–2               | The student:  
|                   | i. demonstrates limited knowledge and understanding of the art form studied, including concepts, processes, and limited use of subject-specific terminology  
|                   | ii. demonstrates limited understanding of the role of the art form in original or displaced contexts  
|                   | iii. demonstrates limited use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 3–4               | The student:  
|                   | i. demonstrates adequate knowledge and understanding of the art form studied, including concepts, processes, and adequate use of subject-specific terminology  
|                   | ii. demonstrates adequate understanding of the role of the art form in original or displaced contexts  
|                   | iii. demonstrates adequate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. |
| 5–6               | The student:  
|                   | i. demonstrates substantial knowledge and understanding of the art form studied, including concepts, processes, and substantial use of subject-specific terminology  
|                   | ii. demonstrates substantial understanding of the role of the art form in original or displaced contexts  
|                   | iii. demonstrates substantial use of acquired knowledge to purposefully inform artistic decisions. |

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| 7–8               | The student:  
|                   | i. demonstrates excellent knowledge and understanding of the art form studied, including concepts, processes, and excellent use of subject-specific terminology  
|                   | ii. demonstrates excellent understanding of the role of the art form in original or displaced contexts  
|                   | iii. 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.

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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 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.

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| 1–2                | The student:  
|                    | i. develops a *limited* artistic intention that is *rarely* feasible, clear, imaginative or coherent  
|                    | ii. demonstrates a *limited* range or depth of creative-thinking behaviours  
|                    | iii. demonstrates *limited* exploration of ideas to shape artistic intention that may reach a point of realization. |
| 3–4                | The student:  
|                    | i. develops an *adequate* artistic intention that is *occasionally* feasible, clear, imaginative and/or coherent  
|                    | ii. demonstrates an *adequate* range and depth of creative-thinking behaviours  
|                    | iii. demonstrates *adequate* exploration of ideas to shape artistic intention through to a point of realization. |
| 5–6                | The student:  
|                    | i. develops a *substantial* artistic intention that is *often* feasible, clear, imaginative and coherent  
|                    | ii. demonstrates a *substantial* range and depth of creative-thinking behaviours  
|                    | iii. demonstrates *substantial* exploration of ideas to purposefully shape artistic intention through to a point of realization. |
| 7–8                | The student:  
|                    | i. develops an *excellent* artistic intention that is *consistently* feasible, clear, imaginative and coherent  
|                    | ii. demonstrates an *excellent* range and depth of creative-thinking behaviours  
|                    | iii. 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.

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| 1–2               | The student:  
  i. constructs **limited** meaning and may transfer learning to new settings  
  ii. creates a **limited** artistic response that may intend to reflect or impact on the world around him or her  
  iii. presents a **limited** critique of the artwork of self and others. |
| 3–4               | The student:  
  i. constructs **adequate** meaning and occasionally transfers learning to new settings  
  ii. creates an **adequate** artistic response that intends to reflect or impact on the world around him or her  
  iii. presents an **adequate** critique of the artwork of self and others. |
| 5–6               | The student:  
  i. constructs **appropriate** meaning and regularly transfers learning to new settings  
  ii. creates a **substantial** artistic response that intends to reflect or impact on the world around him or her  
  iii. presents a **substantial** critique of the artwork of self and others. |
| 7–8               | The student:  
  i. constructs meaning **with depth and insight** and **effectively** transfers learning to new settings  
  ii. creates an **excellent** artistic response that intends to **effectively** reflect or impact on the world around him or her  
  iii. 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.

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</table>
| 1–2               | The student:  
  i. states physical and health education factual, procedural and conceptual knowledge  
  ii. applies physical and health education knowledge to investigate issues and suggest solutions to problems set in familiar situations  
  iii. applies physical and health terminology to communicate understanding with limited success. |
| 3–4               | The student:  
  i. outlines physical and health education factual, procedural and conceptual knowledge  
  ii. applies physical and health education knowledge to analyse issues and to solve problems set in familiar situations  
  iii. applies physical and health terminology to communicate understanding. |
| 5–6               | The student:  
  i. identifies physical and health education factual, procedural and conceptual knowledge  
  ii. applies physical and health education knowledge to analyse issues to solve problems set in familiar and unfamiliar situations  
  iii. applies physical and health terminology consistently to communicate understanding. |
| 7–8               | The student:  
  i. explains physical and health education factual, procedural and conceptual knowledge  
  ii. applies physical and health education knowledge to analyse complex issues to solve complex problems set in familiar and unfamiliar situations  
  iii. applies physical and health terminology consistently and effectively to communicate understanding. |
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.

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</table>
| 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.

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

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| 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.

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

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</table>
| 1–2               | The student:
|                   | i. **lists some basic** design specifications for the design of a solution
|                   | ii. **presents one** design, which can be interpreted by others
|                   | iii. **creates** incomplete planning drawings/diagrams. |
| 3–4               | The student:
|                   | i. **lists some** design specifications, which relate to the success criteria for the design of a solution
|                   | ii. **presents a few** feasible designs, using an appropriate medium(s) or annotation, which can be interpreted by others
|                   | iii. **Justifies** the selection of the chosen design with reference to the design specification
|                   | iv. **creates** planning drawings/diagrams or **lists** requirements for the creation of the chosen solution. |
| 5–6               | The student:
|                   | i. **develops** design specifications, which **outline** the success criteria for the design of a solution
|                   | ii. **develops a range of** feasible design ideas, using an appropriate medium(s) and annotation, which can be interpreted by others
|                   | iii. **presents the chosen design and Justifies** its selection with reference to the design specification
|                   | iv. **develops accurate** planning drawings/diagrams and **lists** requirements for the creation of the chosen solution. |
Design

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

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