

Years 2 and 3 Assessment criteria

Language and literature

Language acquisition

Individuals and societies

Mathematics

Sciences

Arts

Physical and health education

Design

Interdisciplinary



Language and Literature assessment criteria: Years 2 & 3

Criterion A: Analysing

Maximum: 8

At the end of years 2 & 3 students should be able to:

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

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

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. provides substantial identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts ii. provides substantial identification and explanation of the effects of the creator's choices on an audience iii. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology iv. competently interprets similarities and differences in features within and between genres and texts.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. provides perceptive identification and explanation of the content, context, language, structure, technique and style, and explains the relationship among texts thoroughly ii. provides perceptive identification and explanation of the effects of the creator's choices on an audience iii. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology iv. perceptively compares and contrasts features within and between genres and texts.

Criterion B: Organizing

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none">i. makes minimal use of organizational structures though these may not always serve the context and intentionii. organizes opinions and ideas with a minimal degree of coherence and logiciii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: <ol style="list-style-type: none">i. makes adequate use of organizational structures that serve the context and intentionii. organizes opinions and ideas with some degree of coherence and logiciii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: <ol style="list-style-type: none">i. makes competent use of organizational structures that serve the context and intentionii. organizes opinions and ideas in a coherent and logical manner with ideas building on each otheriii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: <ol style="list-style-type: none">i. makes sophisticated use of organizational structures that serve the context and intention effectivelyii. effectively organizes opinions and ideas in a coherent and logical manner with ideas building on each other in a sophisticated wayiii. makes excellent use of referencing and formatting tools to create an effective presentation style.

Criterion C: Producing text

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. produces texts that demonstrate a high degree of personal engagement with the creative process; demonstrates a high degree of thought, imagination and sensitivity and perceptive exploration and consideration 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 develop ideas with precision.

Criterion D: Using language

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

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

Language Acquisition assessment criteria: Phase 1

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic conventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic conventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details ii. has limited awareness of basic aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details ii. has some awareness of basic aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details ii. has considerable awareness of basic aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details ii. has excellent awareness of basic aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

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

- i. respond appropriately to simple short phrases
- ii. interact in simple and rehearsed exchanges, using verbal and non-verbal language
- iii. use basic phrases to communicate ideas, feelings and information on a variety of aspects of everyday topics
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses minimal basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with a limited sense of audience.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics iv. communicates with some sense of audience.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics iv. communicates with a considerable sense of audience.

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language iii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics iv. communicates with an excellent sense of audience.
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Criterion D: Using language in spoken and/or written form

Maximum: 8

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

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize basic information and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; when speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information clearly and uses a range of basic cohesive devices accurately iii. uses language effectively to suit the context.
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Language acquisition assessment criteria: Phase 2

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- i. show understanding of messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. shows minimal understanding of messages, main ideas and supporting details ii. has limited awareness of basic conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>

3–4	<p>The student:</p> <ul style="list-style-type: none"> i. shows some understanding of messages, main ideas and supporting details ii. has some awareness of basicconventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
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5–6	<p>The student:</p> <ul style="list-style-type: none"> i. shows considerable understanding of messages, main ideas and supporting details ii. has considerable awareness of basicconventions iii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of messages, main ideas and supporting details ii. has excellent awareness of basicconventions iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: comprehending written and visual text

Maximum: 8

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

- i. identify basic facts, main ideas and supporting details, and draw conclusions
- ii. recognize basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. identifies minimal basic facts and main ideas but few supporting details; is not able to draw conclusions ii. has limited awareness of basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a personal response to the text. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. identifies some basic facts, main ideas and supporting details; is not always able to draw conclusions ii. recognizes some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies most basic facts, main ideas and supporting details, and draws conclusions ii. recognizes most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. clearly identifies basic facts, main ideas and supporting details, and draws conclusionsii. clearly recognizes basic conventions including aspects of format and style, and author’s purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

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

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. makes limited attempt to respond to simple short phrases or basic information in spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in basic structured exchanges iii. uses minimal phrases to communicate ideas, feelings and information in a limited range of familiar situations iv. communicates with a limited sense of audience.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to simple short phrases and some basic information in spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in basic structured exchanges iii. uses some phrases to communicate ideas, feelings and information in a limited range of familiar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts considerably in basic structured exchanges iii. uses phrases to communicate ideas, feelings and information in some familiar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to simple short phrases and basic information in spoken and/or written and/or visual text ii. interacts confidently in basic structured exchanges iii. uses phrases effectively to communicate ideas, feelings and information in a variety of familiar situations; ideas are relevant, detailed and include examples iv. communicates with an excellent sense of audience.

Criterion D: Using language in spoken and/or written form

Maximum: 8

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

- i. write and/or speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited basic information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the message iii. uses language effectively to suit the context.

Language acquisition assessment criteria: Phase 3

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none">i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusionsii. has limited understanding of conventionsiii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none">i. shows some understanding of information, main ideas and supporting details, and draws some conclusionsii. has some understanding of conventionsiii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none">i. shows considerable understanding of information, main ideas and supporting details, and draws conclusionsii. has considerable understanding of conventionsiii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none">i. shows excellent understanding of information, main ideas and supporting details, and draws conclusionsii. has excellent understanding of conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. show understanding of information, main ideas and supporting details, and draw conclusions
- ii. understand basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. shows minimal understanding of information, main ideas and supporting details, and is not able to draw conclusions ii. has limited understanding of basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. shows some understanding of information, main ideas and supporting details, and draws some conclusions ii. understands some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. shows considerable understanding of information, main ideas and supporting details, and draws conclusions ii. understands most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. shows excellent understanding of information, main ideas and supporting details, and draws conclusions ii. clearly understands basic conventions including aspects of format and style, and author’s purpose for writing iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

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

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in rehearsed and unrehearsed exchanges
- iii. express ideas and feelings, and communicate information in familiar and some unfamiliar situations
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate ii. interacts minimally in rehearsed and unrehearsed exchanges iii. expresses few ideas and feelings and communicates minimal information in familiar and some unfamiliar situations iv. communicates with a limited sense of audience and purpose.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. responds to spoken and/or written and/or visual text, though some responses may be inappropriate ii. interacts to some degree in rehearsed and unrehearsed exchanges iii. expresses some ideas and feelings and communicates some information in familiar and some unfamiliar situations; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. responds appropriately to spoken and/or written and/or visual text ii. interacts considerably in rehearsed and unrehearsed exchanges iii. expresses ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to spoken and/or written and/or visual text ii. interacts confidently in rehearsed and unrehearsed exchanges iii. effectively expresses a wide range of ideas and feelings and communicates information in familiar and some unfamiliar situations; ideas are relevant and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Criterion D: Using language in spoken and/or written form

Maximum: 8

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

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty to write/speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information and ideas, and basic cohesive devices are not used iii. makes minimal use of language to suit the context.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some information and ideas, and uses a limited range of basic cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes information and ideas well, and uses a limited range of basic cohesive devices accurately iii. usually uses language to suit the context.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. writes/speaks effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easyii. organizes information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices add clarity to the messageiii. uses language effectively to suit the context.

Language acquisition assessment criteria: Phase 4

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 4, students should be able to:

- i. construct meaning and draw conclusions from information, main ideas and supporting details
- ii. interpret conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty constructing meaning from information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting conventions iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. constructs some meaning and draws some conclusions from information, main ideas and some supporting details ii. interprets some conventions iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none">i. constructs considerable meaning and draws conclusions from information, main ideas and supporting detailsii. interprets most conventionsiii. engages considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none">i. constructs extensive meaning and draws conclusions from information, main ideas and supporting detailsii. interprets conventionsiii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 4, students should be able to:

- i. construct meaning by identifying stated and implied information, main ideas and supporting details, and draw conclusions
- ii. interpret basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty constructing meaning by identifying stated information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by identifying few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. constructs some meaning from stated and some implied information, main ideas and supporting details; draws some conclusions ii. interprets some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. constructs considerable meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusions ii. interprets most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. constructs extensive meaning by identifying stated and implied information, main ideas and supporting details, and draws conclusionsii. interprets basic conventions including aspects of format and style, and author's purpose for writingiii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

At the end of phase 4, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance
- iii. express ideas and feelings, and communicate information in simple and complex texts
- iv. communicate with a sense of audience and purpose.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas and feelings, and communicates minimal information in simple and complex texts iv. communicates with a limited sense of audience and purpose.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. responds to spoken and/or written and/or visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas and feelings, and communicates some information in simple and complex texts; ideas are not always relevant or detailed iv. communicates with some sense of audience and purpose.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. responds appropriately to spoken and/or written and/or visual text ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and detailed iv. communicates with a considerable sense of audience and purpose.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to spoken and/or written and/or visual text ii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on topics of personal and global significance iii. effectively expresses a wide range of ideas and feelings, and communicates information in simple and complex texts; ideas are relevant and developed, and opinions are supported by examples and illustrations iv. communicates with an excellent sense of audience and purpose.

Criterion D: Using language in spoken and/or written form

Maximum: 8

At the end of phase 4, students should be able to:

- i. write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas into a structured text; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> i. has difficulty to write/speak using a range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult ii. organizes limited information, and cohesive devices are not used iii. makes minimal use of language to suit the context.
3–4	The student: <ol style="list-style-type: none"> i. writes/speaks using a range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	The student: <ol style="list-style-type: none"> i. writes/speaks making good use of a range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility ii. organizes information and ideas well, and uses a limited range of cohesive devices accurately iii. usually uses language to suit the context.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. writes/speaks effectively using a range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easyii. organizes information and ideas clearly into a well-structured text; uses a range of cohesive devices accurately, adding clarity and coherence to the messageiii. uses language effectively to suit the context.

Language acquisition assessment criteria: Phase 5

Criterion A: Comprehending spoken and visual text

Maximum: 8

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

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse conventions
- iii. engage with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none">i. has difficulty analysing information or main ideas and supporting details; is not able to draw conclusionsii. has difficulty analysing conventionsiii. engages minimally with the spoken and visual text by analysing few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none">i. analyses adequately and draws some conclusions from information, main ideas and supporting detailsii. analyses some conventionsiii. engages adequately with the spoken and visual text by analysing some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions from a global perspective. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. analyses considerably and draws conclusions from information, main ideas and supporting details ii. analyses most conventions iii. engages considerably with the spoken and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. analyses thoroughly and draws conclusions from information, main ideas and supporting details ii. analyses conventions iii. engages thoroughly with the spoken and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

Maximum: 8

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

- i. analyse and draw conclusions from information, main ideas and supporting details
- ii. analyse basic conventions including aspects of format and style, and author's purpose for writing
- iii. engage with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty analysing information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty analysing basic conventions including aspects of format and style, and author's purpose for writing iii. engages minimally with the written and visual text by analysing few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. analyses adequately and draws some conclusions from information, main ideas and supporting details ii. analyses some basic conventions including aspects of format and style, and author's purpose for writing iii. engages adequately with the written and visual text by analysing some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions from a global perspective. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. analyses considerably and draws conclusions from information, main ideas and supporting details ii. analyses most basic conventions including aspects of format and style, and author's purpose for writing iii. engages considerably with the written and visual text by analysing most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. analyses thoroughly and draws conclusions from information, main ideas and supporting details ii. analyses basic conventions including aspects of format and style, and author's purpose for writing iii. engages thoroughly with the written and visual text by analysing ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

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

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in rehearsed and unrehearsed exchanges to share ideas on a range of topics of personal and global significance
- iii. express ideas, opinions and feelings, and communicate information in a wide range of situations
- iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas, opinions and feelings, and communicates minimal information in various situations iv. communicates with a limited sense of register, purpose and style.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. responds to spoken and/or written and/or visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas, opinions and feelings, and communicates some information in a range of situations; ideas are not always relevant or detailed iv. communicates with some sense of register, purpose and style.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. responds appropriately to spoken and/or written and/or visual text ii. engages considerably in rehearsed and unrehearsed exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in a range of situations; ideas are relevant and detailed iv. communicates with a considerable sense of register, purpose and style.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none">i. responds in detail and appropriately to spoken and/or written and/or visual textii. engages confidently in rehearsed and unrehearsed exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significanceiii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of situations; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrationsiv. communicates with an excellent sense of register, purpose and style.

Criterion D: Using language in spoken and/or written form

Maximum: 8

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

- i. write and/or speak using a range of vocabulary, complex grammatical structures and conventions; when speaking, use intonation and fluency
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficult ii. organizes limited information, and cohesive devices are not used iii. makes minimal use of language to suit the context.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices; speaks with some errors in intonation and pronunciation, affecting fluency and sometimes making understanding difficult ii. organizes some information and ideas, and uses a limited range of cohesive devices, not always appropriately iii. uses language to suit the context to some degree.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately; speaks with fluency and some errors in intonation, though this does not interfere with comprehensibility ii. organizes information and ideas well, and uses a range of cohesive devices accurately iii. usually uses language to suit the context.

7–8	<p>The student:</p> <ul style="list-style-type: none">i. writes/speaks effectively using a range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent intonation and fluency, making communication easyii. organizes information and ideas into a clear and effective structure; uses a wide range of cohesive devices accurately, enhancing the development of ideasiii. uses language effectively to suit the context.
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Language Acquisition assessment criteria: Phase 6

Criterion A: Comprehending spoken and visual text

Maximum: 8

At the end of phase 6, students should be able to:

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. has difficulty evaluating information or main ideas and supporting details; is not able to draw conclusions ii. has difficulty interpreting the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages minimally with the spoken and visual text by evaluating few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. evaluates adequately and draws some conclusions from information, main ideas and supporting details in social and academic situations ii. adequately interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages adequately with the spoken and visual text by evaluating some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions from a global perspective. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. evaluates considerably and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets to some degree the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the spoken and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. evaluates thoroughly and draws conclusions from information, main ideas and supporting details in social and academic situations ii. interprets the author’s choice of style, format and ideas to suit an intended audience and purpose iii. engages thoroughly with the spoken and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text

Maximum: 8

At the end of phase 6, students should be able to:

- i. evaluate and draw conclusions from information, main ideas and supporting details
- ii. interpret the author's choice of style, format and ideas to suit an intended audience and purpose
- iii. engage with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none">i. has difficulty evaluating information or main ideas and supporting details; is not able to draw conclusionsii. has difficulty interpreting the author's choice of style, format and ideas to suit an intended audience and purposeiii. engages minimally with the written and visual text by evaluating few ideas, opinions and attitudes; has difficulty making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3–4	<p>The student:</p> <ol style="list-style-type: none">i. evaluates adequately and draws some conclusions from information, main ideas and supporting detailsii. adequately interprets the author's choice of style, format and ideas to suit an intended audience and purposeiii. engages adequately with the written and visual text by evaluating some ideas, opinions and attitudes and by making some response to the text based on personal experiences and opinions from a global perspective. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>

Achievement level	Level descriptor
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. evaluates considerably and draws conclusions from information, main ideas and supporting details ii. interprets to some degree the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages considerably with the written and visual text by evaluating most ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows considerable understanding of the content, context and concepts of the text as a whole.</p>
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. evaluates thoroughly and draws conclusions from information, main ideas and supporting details ii. interprets the author's choice of style, format and ideas to suit an intended audience and purpose iii. engages thoroughly with the written and visual text by evaluating ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions from a global perspective. <p>The student shows thorough understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text

Maximum: 8

At the end of phase 6, students should be able to:

- i. respond appropriately to spoken and/or written and/or visual text
- ii. engage in unrehearsed and complex exchanges on a wide range of topics of personal and global significance
- iii. express a wide range of ideas, opinions and feelings, and communicate information in a wide range of social and academic contexts
- iv. communicate with a sense of register, purpose and style.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ol style="list-style-type: none"> i. makes limited attempt to respond to spoken and/or written and/or visual text; responses are often inappropriate ii. engages minimally in rehearsed and unrehearsed exchanges; ideas are not always related to topics of personal and global significance iii. expresses few ideas, opinions and feelings, and communicates minimal information in various social and academic contexts iv. communicates with a limited sense of register, purpose and style.
3–4	<p>The student:</p> <ol style="list-style-type: none"> i. responds to spoken and/or written and/or visual text, though some responses may be inappropriate ii. engages to some degree in rehearsed and unrehearsed complex exchanges to share some ideas on topics of personal and global significance iii. expresses some ideas, opinions and feelings, and communicates some information in a range of social and academic contexts; ideas are not always relevant or detailed iv. communicates with some sense of register, purpose and style.
5–6	<p>The student:</p> <ol style="list-style-type: none"> i. responds appropriately to spoken and/or written and/or visual text ii. engages considerably in rehearsed and unrehearsed complex exchanges to share ideas on topics of personal and global significance iii. expresses ideas, opinions and feelings, and communicates information in a range of social and academic contexts; ideas are relevant and detailed iv. communicates with a considerable sense of register, purpose and style.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. responds in detail and appropriately to spoken and/or written and/or visual text ii. engages confidently in rehearsed and unrehearsed complex exchanges to share a variety of informative and organized ideas on a range of topics of personal and global significance iii. effectively expresses a wide range of ideas, opinions and feelings, and communicates information in a wide range of social and academic contexts; ideas are relevant and developed, reflecting a good understanding of the topic. Opinions are supported by examples and illustrations iv. communicates with an excellent sense of register, purpose and style.

Criterion D: Using language in spoken and/or written form

Maximum: 8

At the end of phase 6, students should be able to:

- i. write and/or speak using a wide range of vocabulary, complex grammatical structures and conventions; when speaking, use oratory technique
- ii. organize information and ideas; use a wide range of cohesive devices
- iii. use language to suit the context.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. has difficulty to write/speak using a range of vocabulary, complex grammatical structures and conventions; speaks with many errors in intonation and pronunciation, affecting fluency and making understanding difficultii. organizes limited information, and cohesive devices are not usediii. makes minimal use of language to suit the context.
3–4	The student: <ul style="list-style-type: none">i. writes/speaks using a range of vocabulary, complex grammatical structures and conventions, with some inappropriate choices; speaks with some oratory techniqueii. organizes some information and ideas, and uses a range of cohesive devices, not always appropriatelyiii. uses language to suit the context to some degree.
5–6	The student: <ul style="list-style-type: none">i. writes/speaks making good use of a range of vocabulary, complex grammatical structures and conventions, generally accurately; uses good oratory techniqueii. organizes information and ideas well, and uses a wide range of cohesive devices accuratelyiii. usually uses language to suit the context.

Achievement level	Level descriptor
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. writes/speaks effectively using a wide range of vocabulary, complex grammatical structures and conventions accurately; occasional errors do not interfere with communication. Speaks with excellent oratory technique ii. organizes information and ideas into a logical and well-structured text; uses a wide range of cohesive devices accurately and effectively iii. uses language effectively to suit the context.

Individuals and societies assessment criteria:

Years 2 & 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion B: Investigating

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion C: Communicating

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion D: Thinking critically

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Mathematics assessment criteria: Years 2 & 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion B: Investigating patterns

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion C: Communicating

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion D: Applying mathematics in real-life contexts

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none">i. identify some of the elements of the authentic real-life situationii. apply mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: <ol style="list-style-type: none">i. identify the relevant elements of the authentic real-life situationii. select, with some success, adequate mathematical strategies to model the authentic real-life situationiii. apply mathematical strategies to reach a solution to the authentic real-life situationiv. describe whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: <ol style="list-style-type: none">i. identify the relevant elements of the authentic real-life situationii. select adequate mathematical strategies to model the authentic real-life situationiii. apply the selected mathematical strategies to reach a valid solution to the authentic real-life situationiv. describe the degree of accuracy of the solutionv. discuss whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: <ol style="list-style-type: none">i. identify the relevant elements of the authentic real-life situationii. select appropriate mathematical strategies to model the authentic real-life situationiii. apply the selected mathematical strategies to reach a correct solutioniv. explain the degree of accuracy of the solutionv. explain whether the solution makes sense in the context of the authentic real-life situation.

Sciences Assessment criteria: Years 2 & 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard indicated by any of the descriptors below.
1–2	The student is able to: <ul style="list-style-type: none">i. recall scientific knowledgeii. apply scientific knowledge and understanding to suggest solutions to problems set in familiar situationsiii. apply information to make judgments.
3–4	The student is able to: <ul style="list-style-type: none">i. state scientific knowledgeii. apply scientific knowledge and understanding to solve problems set in familiar situationsiii. apply information to make scientifically supported judgments.
5–6	The student is able to: <ul style="list-style-type: none">i. outline scientific knowledgeii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situationsiii. interpret information to make scientifically supported judgments.
7–8	The student is able to: <ul style="list-style-type: none">i. describe scientific knowledgeii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situationsiii. analyse information to make scientifically supported judgments.

Criterion B: Inquiring and designing

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard identified by any of the descriptors below.
1–2	The student is able to: <ol style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation, with limited success ii. state a testable hypothesis iii. state the variables iv. design a method, with limited success.
3–4	The student is able to: <ol style="list-style-type: none"> i. state a problem or question to be tested by a scientific investigation ii. outline a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and state 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: <ol style="list-style-type: none"> i. outline a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using scientific reasoning iii. outline how to manipulate the variables, and outline 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: <ol style="list-style-type: none"> i. describe a problem or question to be tested by a scientific investigation ii. outline and explain a testable hypothesis using correct scientific reasoning iii. describe how to manipulate the variables, and describe 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.

Criterion C: Processing and evaluating

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. correctly collect, organize, transform and present data in numerical and/or visual forms ii. accurately interpret data and describe results using correct 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.

Criterion D: Reflecting on the impacts of science

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Achievement level	Level descriptor
7–8	<p>The student is able to:</p> <ul style="list-style-type: none"> i. describe the ways in which science is applied and used to address a specific problem or issue ii. discuss and analyse 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 assessment criteria: Years 2 & 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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.

Criterion C: Thinking creatively

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion D: Responding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Physical and health education assessment criteria: Years 2 & 3

Criterion A: Knowing and understanding

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

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

Criterion B: Planning for performance

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health.
- iii.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	<p>The student:</p> <ul style="list-style-type: none"> i. states a goal to enhance performance ii. outlines a limited plan for improving physical performance and health.
3–4	<p>The student:</p> <ul style="list-style-type: none"> i. lists goals to enhance performance ii. outlines a plan for improving physical performance and health.
5–6	<p>The student:</p> <ul style="list-style-type: none"> i. identifies goals to enhance performance ii. designs a plan for improving physical performance and health.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. outlines goals to enhance performance ii. designs and explains a plan for improving physical performance and health.

Criterion C: Applying and performing

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance.

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

Design assessment criteria: Years 2 & 3

Criterion A: Inquiring and analysing

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. explains and justifies the need for a solution to a problem ii. constructs a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem independently iii. analyses a group of similar products that inspire a solution to the problem iv. develops a design brief, which presents the analysis of relevant research.
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Criterion B: Developing ideas

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

5–6	<p>The student:</p> <ul style="list-style-type: none"> i. develops design specifications, which identify the success criteria for the design of a solution ii. presents a range of feasible design ideas, using an appropriate medium(s) and explains key features, which can be interpreted by others iii. presents the chosen design and outlines the main reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and lists requirements for the creation of the chosen solution.
7–8	<p>The student:</p> <ul style="list-style-type: none"> i. develops a design specification which outlines the success criteria for the design of a solution based on the data collected ii. presents a range of feasible design ideas, using an appropriate medium(s) and annotation, which can be correctly interpreted by others iii. presents the chosen design and outlines the reasons for its selection with reference to the design specification iv. develops accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.

Criterion C: Creating the solution

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and the plan when making the solution.

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

7-8	<p>The student:</p> <ul style="list-style-type: none"> i. constructs a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the 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. explains changes made to the chosen design and plan when making the solution.
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Criterion D: Evaluating

Maximum: 8

At the end of years 2 & 3, students should be able to:

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

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

7–8	<p>The student:</p> <ul style="list-style-type: none"> i. describes detailed and relevant testing methods, which generate accurate data, to measure the success of the solution ii. explains the success of the solution against the design specification based on authentic product testing iii. describes how the solution could be improved iv. describes the impact of the solution on the client/target audience.
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Interdisciplinary assessment criteria: Years 2 & 3

Criterion A: Disciplinary grounding

Maximum: 8

At the end of years 2 & 3 students should be able to:

- i. demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates limited relevant disciplinary grounding.
3–4	The student: i. demonstrates some relevant disciplinary grounding.
5–6	The student: i. demonstrates most necessary disciplinary grounding.
7–8	The student: i. demonstrates extensive necessary disciplinary grounding.

Criterion B: Synthesizing

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. establishes few and/or superficial connections between disciplinary knowledge.
3–4	The student: i. connects disciplinary knowledge to achieve adequate understanding.
5–6	The student: i. synthesizes disciplinary knowledge to demonstrate interdisciplinary understanding.
7–8	The student: i. synthesizes disciplinary knowledge to demonstrate consistent and thorough interdisciplinary understanding.

Criterion C: Communicating

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. use appropriate strategies to communicate interdisciplinary understanding effectively
- ii. document sources using recognized conventions.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: i. communicates interdisciplinary understanding with little structure, clarity or coherence.
3–4	The student: i. communicates interdisciplinary understanding with some clarity and coherence ii. identifies sources.
5–6	The student: i. communicates interdisciplinary understanding that is generally well organized and coherent, recognizing appropriate forms or media ii. identifies relevant sources.
7–8	The student: i. communicates interdisciplinary understanding that is clear and well structured, beginning to use the selected forms or media appropriately ii. documents relevant sources.

Criterion D: Reflecting

Maximum: 8

At the end of years 2 & 3, students should be able to:

- i. reflect on the development of their own interdisciplinary understanding
- ii. evaluate the benefits and limitations of disciplinary and interdisciplinary knowledge and ways of knowing in specific situations.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">i. reflects on himself or herself as a disciplinary and interdisciplinary learner in a limited wayii. outlines the contribution of selected disciplines in a limited way.
3–4	The student: <ul style="list-style-type: none">i. reflects on himself or herself as a disciplinary and interdisciplinary learnerii. states some limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.
5–6	The student: <ul style="list-style-type: none">i. consistently reflects on himself or herself as a disciplinary and interdisciplinary learnerii. describes some benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations.
7–8	The student: <ul style="list-style-type: none">i. consistently reflects with sophistication on himself or herself as a disciplinary and interdisciplinary learnerii. explains the limitations and benefits of disciplinary and interdisciplinary knowledge in specific situations.