Criterion A: Knowing and understanding

Maximum: 8
At the end of year 5, students should be able to:

i. use a wide range of terminology in context

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

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<td>0</td>
<td>The student does not reach a standard described by any of the descriptors below.</td>
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| 1–2               | The student:
|                   | i. uses limited relevant terminology
|                   | ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |
| 3–4               | The student:
|                   | i. uses some terminology accurately and appropriately
|                   | ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |
| 5–6               | The student:
|                   | i. uses a range of terminology accurately and appropriately
|                   | ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |
| 7–8               | The student:
|                   | i. consistently uses a wide range of terminology effectively
|                   | ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. |
## Criterion B: Investigating

**Maximum: 8**  
At the end of year 5, students should be able to:

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

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

**Maximum: 8**

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

i. communicate information and ideas effectively using an appropriate style for the audience and purpose

ii. structure information and ideas in a way that is appropriate to the specified format

iii. document sources of information using a recognized convention.

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

Maximum: 8
At the end of year 5, students should be able to:

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

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