Criterion A: Knowing and understanding

Maximum: 8
At the end of year 1, students should be able to:

i. use vocabulary in context

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

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<th>Achievement level</th>
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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. recognizes some vocabulary  
                             ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3–4               | The student:  
                             i. uses some vocabulary  
                             ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and/or examples. |
| 5–6               | The student:  
                             i. uses considerable relevant vocabulary, often accurately  
                             ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8               | The student:  
                             i. consistently uses relevant vocabulary accurately  
                             ii. demonstrates excellent knowledge and understanding of content and concepts through detailed descriptions, explanations and examples. |
**Criterion B: Investigating**

Maximum: 8
At the end of year 1, students should be able to:

i. explain the choice of a research question
ii. follow an action plan to explore a research question
iii. collect and record relevant information consistent with the research question
iv. reflect on the process and results of the investigation.

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

Maximum: 8
At the end of year 1, students should be able to:

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

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

Maximum: 8
At the end of year 1, students should be able to:

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

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