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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| **Achievement level** | **Level descriptor** | **Task-Specific Clarifications** |
| **0** | The student does not reach a standard described by any of the descriptors below.  |  |
| **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 **detailed** knowledge and understanding of content and concepts through **thorough**, **accurate** descriptions, explanations and examples.  |  |

Criterion B: Investigating

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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| **Achievement level** | **Level descriptor** | **Task-Specific Clarifications** |
| **0** | The student does not reach a standard described by any of the descriptors below.  |  |
| **1–2** | 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** | 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** | 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** | i. formulates a **clear** and **focused** research question and **justifies** its relevance ii. formulates and **effectively** follows a **comprehensive** action plan to investigate a research question iii. uses research methods to collect and record **appropriate**, **varied and relevant** information iv. **thoroughly** evaluates the investigation process and results. |  |

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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| **Achievement level** | **Level descriptor** | **Task-Specific Clarifications** |
| **0** | The student does not reach a standard described by any of the descriptors below.  |  |
| **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 wide range of sources/data in terms of origin and purpose, examining values and limitations

iv. interpret different perspectives and their implications.

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| **Achievement level** | **Level descriptor** | **Task-Specific Clarifications** |
| **0** | The student does not reach a standard described by any of the descriptors below.  |  |
| **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 **few** values and limitation 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** values 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, recognizing values 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 wide** **range** of sources/data in terms of origin and purpose, recognizing values and limitations iv. **thoroughly interprets** a **range** of different perspectives and their implications. |  |