

Criterion A: Knowing and understanding

Maximum: 8

At the end of year 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: i. makes limited use of terminology ii. demonstrates basic knowledge and understanding of content and concepts through limited descriptions and/or examples. |
| 3–4 | The student: i. uses some terminology accurately ii. demonstrates satisfactory knowledge and understanding of content and concepts through simple descriptions, explanations and examples. |
| 5–6 | The student: i. uses considerable and relevant terminology accurately ii. demonstrates substantial knowledge and understanding of content and concepts through descriptions, explanations and examples. |
| 7–8 | The student: i. consistently uses a range of terminology accurately ii. demonstrates detailed knowledge and understanding of content and concepts through developed and accurate descriptions, explanations and examples. |

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Criterion C: Communicating

Maximum: 8

At the end of year 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: i. communicates information and ideas in a style that is not always clear ii. organizes information and ideas in a limited way iii. lists sources of information inconsistently . |
| 3–4 | The student: i. communicates information and ideas in a way that is somewhat clear ii. somewhat organizes information and ideas iii. creates an adequate reference list and sometimes cites sources. |
| 5–6 | The student: i. communicates information and ideas in a style 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: i. communicates information and ideas in a style 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. |

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| 5–6 | The student: i. communicates information and ideas in a style 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: i. communicates information and ideas in a style 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. |

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Criterion D: Thinking critically

Maximum: 8

At the end of year 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 values 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 | The student: <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 few values and limitations of sources/data iv. identifies different perspectives. |
| 3-4 | The student: <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 values and limitations iv. recognizes different perspectives and suggests some of their implications. |
| 5-6 | The student: <ol style="list-style-type: none"> i. completes a substantial 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 values and limitations iv. clearly recognizes different perspectives and describes most of their implications. |
| 7-8 | The student: <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 values and limitations iv. clearly recognizes different perspectives and consistently explains their implications. |

Feedback: _____

Criterion D: Thinking critically

Maximum: 8

At the end of year 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 values 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 | The student: <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 few values and limitations of sources/data iv. identifies different perspectives. |
| 3-4 | The student: <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 values and limitations iv. recognizes different perspectives and suggests some of their implications. |
| 5-6 | The student: <ol style="list-style-type: none"> i. completes a substantial 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 values and limitations iv. clearly recognizes different perspectives and describes most of their implications. |
| 7-8 | The student: <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 values and limitations iv. clearly recognizes different perspectives and consistently explains their implications. |

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