Criterion A: Knowing and understanding

Maximum: 8

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

- i. use vocabulary in context
- demonstrate knowledge and understanding of subject-specific content and concepts, using 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. 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.		

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Criterion A: Knowing and understanding

Maximum: 8

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Achievement level	Level descriptor			
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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.			

Feedback: _____

Criterion A: Knowing and understanding

Maximum:

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

- i. use vocabulary in context
- demonstrate knowledge and understanding of subject-specific content and concepts, using 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. 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.

Feedback: _	 	 	

Criterion A: Knowing and understanding

Maximum: 8

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

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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.

Feedback:	 	

Criterion B: Investigating

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

- explain the choice of a research question
- collect and record relevant information consistent with the research question
- reflect on the process and results of the investigation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
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 B: Investigating

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

- explain the choice of a research question
- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
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.

Feedback:				

Criterion B: Investigating

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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.
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Feedback: _	 		 	

Criterion B: Investigating

- explain the choice of a research question
- 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.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below
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.
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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.

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. 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.
S-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.

Feedback:	 	 	

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.

Achievement level	Level descriptor
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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.

Feedback:	 	 	

Criterion C: Communicating

Maximum

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

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- ii. organize information and ideas effectively for the task
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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.

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Criterion C: Communicating

Maximum: 8

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- iii. list sources of information in a way that follows the task instructions.

Achievement level	Level descriptor
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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.

Feedback: _	 	 	

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 give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and 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: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited 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. uses information to give adequate opinions 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. uses information to give substantial opinions 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. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications

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Criterion D: Thinking critically

Maximum: 8

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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 give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and 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: i. identifies the main points of ideas, events, visual representation or arguments to a limited extent ii. uses information to give limited 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. uses information to give adequate opinions 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. uses information to give substantial opinions 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. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications			

Feedback:	 	 	

Criterion D: Thinking critically

Maximum:

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 give an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications.

Achievement level	Level descriptor			
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3-4	The student: i. identifies some main points of ideas, events, visual representation or arguments ii. uses information to give adequate opinions 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. uses information to give substantial opinions 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. uses information to give detailed opinions iii. consistently identifies and analyses a range of sources/data in terms of origin and purpose iv. consistently identifies different views and their implications			

Criterion D: Thinking critically

Maximum: 8

Feedback: _

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

Achievement level	Level descriptor			
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Feedback: _			