CRITERIA

YEAR-2 (GRADE 7)

- Language and literature
- Individual and societies
- Mathematics
- Sciences
- Arts
- Physical and health education
- Design

Language and Literature

Criterion A: Analysing

Maximum: 8
At the end of year 2, students should be able to:

i. identify and comment upon significant aspects of texts

ii. identify and comment upon the creator's choices

iii. justify opinions and ideas, using examples, explanations and terminology

iv. identify similarities and differences in features within and between texts.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. provides **minimal** identification and comment upon significant aspects of texts ii. provides **minimal** identification and comment upon the creator's choices iii. **rarely** justifies opinions and ideas with examples or explanations; uses **little or no** terminology iv. **identifies few** similarities and differences in features **within and between texts**.
3–4	The student: i. provides **adequate** identification and comment upon significant aspects of texts ii. provides **adequate** identification and comment upon the creator's choices iii. justifies opinions and ideas with **some** examples and explanations, though this may not be consistent; uses **some** terminology iv. **identifies some** similarities and differences in features **within and between texts**.
5–6	The student: i. provides **substantial** identification and comment upon significant aspects of texts ii. provides **substantial** identification and comment upon the creator's choices iii. **sufficiently** justifies opinions and ideas with examples and explanations; uses accurate terminology iv. **describes some** similarities and differences in features **within and between texts**.

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Language and Literature

Achievement level	Level descriptor
7–8	The student: i. provides **perceptive** identification and comment upon significant aspects of texts ii. provides **perceptive** identification and comment upon the creator's choices iii. gives **detailed justification** of opinions and ideas with a range of examples, and thorough explanations; uses **accurate** terminology iv. **compares and contrasts** features **within and between texts**.

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Language and Literature

Criterion B: Organizing

Maximum: 8
At the end of year 2, students should be able to:

i. employ organizational structures that serve the context and intention

ii. organize opinions and ideas in a logical manner

iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

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 **minimal** use of organizational structures, though these may not always serve the context and intention ii. organizes opinions and ideas with a **minimal degree of logic** iii. makes **minimal** use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes **adequate** use of organizational structures that serve the context and intention ii. organizes opinions and ideas with **some degree of logic** iii. makes **adequate** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes **competent** use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a **logical** manner, with ideas building on each other iii. makes **competent** use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes **sophisticated** use of organizational structures that serve the context and intention **effectively** ii. **effectively** organizes opinions and ideas in a logical manner with ideas building on each other in a **sophisticated** way iii. makes **excellent** use of referencing and formatting tools to create an **effective** presentation style.

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Language and Literature

Criterion C: Producing text

Maximum: 8
At the end of year 2, students should be able to:

i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process

ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience

iii. select relevant details and examples to support ideas.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. produces texts that demonstrate **limited** personal engagement with the creative process; demonstrates a **limited** degree of thought or imagination and **minimal** exploration of new perspectives and ideas ii. makes **minimal** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **limited** awareness of impact on an audience iii. selects **few** relevant details and examples to support ideas.
3–4	The student: i. produces texts that demonstrate **adequate** personal engagement with the creative process; demonstrates **some** thought or imagination and **some** exploration of new perspectives and ideas ii. makes **some** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **some** awareness of impact on an audience iii. selects **some** relevant details and examples to support ideas.
5–6	The student: i. produces texts that demonstrate **considerable** personal engagement with the creative process; demonstrates **considerable** thought or imagination and **substantial** exploration of new perspectives and ideas ii. makes **thoughtful** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **good** awareness of impact on an audience iii. selects **sufficient** relevant details and examples to support ideas.
7–8	The student: i. produces texts that demonstrate a **high degree** of personal engagement with the creative process; demonstrates a **high degree** of thought or imagination and **perceptive** exploration of new perspectives and ideas ii. makes **perceptive** stylistic choices in terms of linguistic, literary and visual devices, demonstrating **clear** awareness of impact on an audience iii. selects **extensive** relevant details and examples to support ideas.

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Language and Literature

Criterion D: Using language

Maximum: 8
At the end of year 2, students should be able to:

i. use appropriate and varied vocabulary, sentence structures and forms of expression

ii. write and speak in an appropriate register and style

iii. use correct grammar, syntax and punctuation

iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy

v. use appropriate non-verbal communication techniques.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. uses a **limited** range of appropriate vocabulary and forms of expression ii. writes and speaks in an **inappropriate** register and style that **do not** serve the context and intention iii. uses grammar, syntax and punctuation with **limited** accuracy; errors **often hinder** communication iv. spells/writes and pronounces with **limited** accuracy; errors **often hinder** communication v. makes **limited and/or inappropriate** use of non-verbal communication techniques.
3–4	The student: i. uses an **adequate** range of appropriate vocabulary, sentence structures and forms of expression ii. **sometimes** writes and speaks in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with **some degree** of accuracy; errors **sometimes hinder** communication iv. spells/writes and pronounces with **some degree** of accuracy; errors **sometimes hinder** communication v. makes **some** use of appropriate non-verbal communication techniques.
5–6	The student: i. uses a **varied range** of appropriate vocabulary, sentence structures and forms of expression **competently** ii. writes and speaks **competently** in a register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **considerable degree** of accuracy; errors **do not hinder** effective communication iv. spells/writes and pronounces with a **considerable degree** of accuracy; errors **do not hinder** effective communication v. makes **sufficient** use of appropriate non-verbal communication techniques.

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Language and Literature

Achievement level	Level descriptor
7–8	The student: i. **effectively** uses a range of appropriate vocabulary, sentence structures and forms of expression ii. writes and speaks in a **consistently appropriate** register and style that serve the context and intention iii. uses grammar, syntax and punctuation with a **high degree** of accuracy; errors are minor and communication is **effective** iv. spells/writes and pronounces with a **high degree** of accuracy; errors are minor and communication is **effective** v. makes **effective** use of appropriate non-verbal communication techniques.

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Individuals and Societies

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, 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.

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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Individuals and Societies

Criterion B: Investigating

Maximum: 8
At the end of year 2, 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.

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.

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Individuals and Societies

Criterion C: Communicating

Maximum: 8
At the end of year 2, 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.
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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Individuals and Societies

Criterion D: Thinking critically

Maximum: 8
At the end of year 2, 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.

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. **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

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Mathematics

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, students should be able to:

i. **select** appropriate mathematics when solving problems in both familiar and unfamiliar situations

ii. **apply** the selected mathematics successfully when solving problems

iii. **solve** problems correctly in a variety of contexts.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** appropriate mathematics when solving simple problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
3–4	The student is able to: i. **select** appropriate mathematics when solving more complex problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
5–6	The student is able to: i. **select** appropriate mathematics when solving challenging problems in familiar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.
7–8	The student is able to: i. **select** appropriate mathematics when solving challenging problems in both familiar and unfamiliar situations ii. **apply** the selected mathematics successfully when solving these problems iii. generally **solve** these problems correctly.

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Mathematics

Criterion B: Investigating patterns

Maximum: 8
At the end of year 2, students should be able to:

i. **apply** mathematical problem-solving techniques to recognize patterns

ii. **describe** patterns as relationships or general rules consistent with correct findings

iii. **verify** whether the pattern works for other examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **apply**, with teacher support, mathematical problem-solving techniques to recognize simple patterns ii. **state** predictions consistent with simple patterns.
3–4	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** how these patterns work.
5–6	The student is able to: i. **apply** mathematical problem-solving techniques to recognize patterns ii. **suggest** relationships or general rules consistent with findings iii. **verify** whether patterns work for another example.
7–8	The student is able to: i. **select** and **apply** mathematical problem-solving techniques to recognize correct patterns ii. **describe** patterns as relationships or general rules consistent with correct findings iii. **verify** whether patterns work for other examples.

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Mathematics

Criterion C: Communicating

Maximum: 8
At the end of year 2, students should be able to:

i. **use** appropriate mathematical language (notation, symbols and terminology) in both oral and written statements

ii. **use** different forms of mathematical representation to present information

iii. **communicate** coherent mathematical lines of reasoning

iv. **organize** information using a logical structure.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **use** limited mathematical language ii. **use** limited forms of mathematical representation to present information iii. **communicate** through lines of reasoning that are difficult to understand.
3–4	The student is able to: i. **use** some appropriate mathematical language ii. **use** different forms of mathematical representation to present information adequately iii. **communicate** through lines of reasoning that are able to be understood, although these are not always coherent iv. adequately **organize** information using a logical structure.
5–6	The student is able to: i. usually **use** appropriate mathematical language ii. usually **use** different forms of mathematical representation to present information correctly iii. **communicate** through lines of reasoning that are usually coherent iv. **present** work that is usually organized using a logical structure.
7–8	The student is able to: i. consistently **use** appropriate mathematical language ii. consistently **use** different forms of mathematical representation to present information correctly iii. **communicate** clearly through coherent lines of reasoning iv. present work that is consistently **organized** using a logical structure.

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Mathematics

Criterion D: Applying mathematics in real-life contexts

Maximum: 8
At the end of year 2, students should be able to:

i. **identify** relevant elements of authentic real-life situations

ii. **select** appropriate mathematical strategies when solving authentic real-life situations

iii. **apply** the selected mathematical strategies successfully to reach a solution

iv. **explain** the degree of accuracy of a solution

v. **describe** whether a solution makes sense in the context of the authentic real-life situation.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **identify** some of the elements of the authentic real-life situation ii. **apply** mathematical strategies to find a solution to the authentic real-life situation, with limited success.
3–4	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **apply** mathematical strategies to reach a solution to the authentic real-life situation iii. **state**, but not always correctly, whether the solution makes sense in the context of the authentic real-life situation.
5–6	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a valid solution to the authentic real-life situation iv. **describe** the degree of accuracy of the solution v. **state** correctly whether the solution makes sense in the context of the authentic real-life situation.
7–8	The student is able to: i. **identify** the relevant elements of the authentic real-life situation ii. **select** adequate mathematical strategies to model the authentic real-life situation iii. **apply** the selected mathematical strategies to reach a correct solution to the authentic real-life situation iv. **explain** the degree of accuracy of the solution v. **describe** correctly whether the solution makes sense in the context of the authentic real-life situation.

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Sciences

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, students should be able to:

i. outline scientific knowledge

ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations

iii. interpret information to make scientifically supported judgments.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** scientific knowledge ii. **select** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**, **with limited success**.
3–4	The student is able to: i. **recall** scientific knowledge ii. **apply** scientific knowledge and understanding to **suggest solutions** to problems set in **familiar situations** iii. **apply** information to **make judgments**.
5–6	The student is able to: i. **state** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** iii. **apply** information to **make scientifically supported judgments**.
7–8	The student is able to: i. **outline** scientific knowledge ii. **apply** scientific knowledge and understanding to **solve problems** set in **familiar situations** and **suggest solutions** to problems set in **unfamiliar situations** iii. **interpret** information to **make scientifically supported judgments**.

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Sciences

Criterion B: Inquiring and designing

Maximum: 8
At the end of year 2, students should be able to:

i. outline an appropriate problem or research question to be tested by a scientific investigation

ii. outline a testable prediction using scientific reasoning

iii. outline how to manipulate the variables, and outline how data will be collected

iv. design scientific investigations.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **select** a problem or question to be tested by a scientific investigation ii. **select** a testable prediction iii. **state** a variable iv. design a **method with limited success**.
3–4	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **state** a testable prediction iii. **state** how to manipulate the variables, and **state** how **data** will be collected iv. design a **safe method** in which he or she **selects materials and equipment**.
5–6	The student is able to: i. **state** a problem or question to be tested by a scientific investigation ii. **outline** a testable prediction iii. **outline** how to manipulate the variables, and **state** how **relevant data** will be collected iv. design a **complete and safe method** in which he or she **selects appropriate materials and equipment**.
7–8	The student is able to: i. **outline** a problem or question to be tested by a scientific investigation ii. **outline** a testable prediction **using scientific reasoning** iii. **outline** how to manipulate the variables, and **outline** how **sufficient, relevant data** will be collected iv. design a **logical, complete and safe method** in which he or she **selects appropriate materials and equipment**.

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Sciences

Criterion C: Processing and evaluating

Maximum: 8
At the end of year 2, students should be able to:

i. present collected and transformed data

ii. interpret data and outline results using scientific reasoning

iii. discuss the validity of a prediction based on the outcome of the scientific investigation

iv. discuss the validity of the method

v. describe improvements or extensions to the method.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to: i. **collect and present** data in numerical and/or visual forms ii. **interpret** data iii. **state** the validity of a prediction based on the outcome of a scientific investigation, **with limited success** iv. **state** the validity of the method based on the outcome of a scientific investigation, **with limited success** v. **state** improvements or extensions to the method that would benefit the scientific investigation, **with limited success**.
3–4	The student is able to: i. **correctly collect and present** data in numerical and/or visual forms ii. **accurately interpret** data and **outline** results iii. **state** the validity of a prediction based on the outcome of a scientific investigation iv. **state** the validity of the method based on the outcome of a scientific investigation v. **state** improvements or extensions to the method that would benefit the scientific investigation.
5–6	The student is able to: i. **correctly collect, organize and present** data in numerical and/or visual forms ii. **accurately interpret** data and **outline** results **using scientific reasoning** iii. **outline** the validity of a prediction based on the outcome of a scientific investigation iv. **outline** the validity of the method based on the outcome of a scientific investigation v. **outline** improvements or extensions to the method that would benefit the scientific investigation.

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Sciences

Achievement level	Level descriptor
7–8	The student is able to: i. **correctly collect, organize, transform and present** data in numerical and/or visual forms ii. **accurately interpret data** and **outline** results **using correct scientific reasoning** iii. **discuss** the validity of a prediction based on the outcome of a scientific investigation iv. **discuss** the validity of the method based on the outcome of a scientific investigation v. **describe** improvements or extensions to the method that would benefit the scientific investigation.

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Sciences

Criterion D: Reflecting on the impacts of science

Maximum: 8
At the end of year 2, students should be able to:

i. summarize the ways in which science is applied and used to address a specific problem or issue

ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue

iii. apply scientific language effectively

iv. document the work of others and sources of information used.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student is able to, **with limited success**: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **apply** scientific language to communicate understanding iv. document sources.
3–4	The student is able to: i. **state** the ways in which science is used to address a specific problem or issue ii. **state** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **sometimes apply** scientific language to communicate understanding iv. **sometimes** document sources correctly.
5–6	The student is able to: i. **outline** the ways in which science is used to address a specific problem or issue ii. **outline** the implications of using science to solve a specific problem or issue, interacting with a factor iii. **usually apply** scientific language to communicate understanding **clearly and precisely** iv. **usually** document sources correctly.
7–8	The student is able to: i. **summarize** the ways in which science is applied and used to address a specific problem or issue ii. **describe and summarize** the implications of using science and its application to solve a specific problem or issue, interacting with a factor iii. **consistently apply** scientific language to communicate understanding **clearly and precisely** iv. document sources **completely**.

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Arts

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, students should be able to:

i. demonstrate awareness of the art form studied, including the use of appropriate language

ii. demonstrate awareness of the relationship between the art form and its context

iii. demonstrate awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** awareness of the art form studied, including **limited** use of appropriate language ii. demonstrates **limited** awareness of the relationship between the art form and its context iii. demonstrates **limited** awareness of the links between the knowledge acquired and artwork created.
3–4	The student: i. demonstrates **adequate** awareness of the art form studied, including **adequate** use of appropriate language ii. demonstrates **adequate** awareness of the relationship between the art form and its context iii. demonstrates **adequate** awareness of the links between the knowledge acquired and artwork created.
5–6	The student: i. demonstrates **substantial** awareness of the art form studied, including **substantial** use of appropriate language ii. demonstrates **substantial** awareness of the relationship between the art form and its context iii. demonstrates **substantial** awareness of the links between the knowledge acquired and artwork created.

Achievement level	Level descriptor
7–8	The student: i. demonstrates **excellent** awareness of the art form studied, including **excellent** use of appropriate language ii. demonstrates **excellent** awareness of the relationship between the art form and its context iii. demonstrates **excellent** awareness of the links between the knowledge acquired and artwork created.

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Arts

Criterion B: Developing skills

Maximum: 8
At the end of year 2, students should be able to:

i. demonstrate the acquisition and development of the skills and techniques of the art form studied

ii. demonstrate the application of skills and techniques to create, perform and/or present art.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. demonstrates **limited** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **limited** application of skills and techniques to create, perform and/or present art.
3–4	The student: i. demonstrates **adequate** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **adequate** application of skills and techniques to create, perform and/or present art.
5–6	The student: i. demonstrates **substantial** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **substantial** application of skills and techniques to create, perform and/or present art.
7–8	The student: i. demonstrates **excellent** acquisition and development of the skills and techniques of the art form studied ii. demonstrates **excellent** application of skills and techniques to create, perform and/or present art.

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Arts

Criterion C: Thinking creatively

Maximum: 8
At the end of year 2, students should be able to:

i. identify an artistic intention

ii. identify alternatives and perspectives

iii. demonstrate the exploration of ideas.

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 **limited** artistic intention ii. identifies **limited** alternatives and perspectives iii. demonstrates **limited** exploration of ideas.
3–4	The student: i. identifies an **adequate** artistic intention ii. identifies **adequate** alternatives and perspectives iii. demonstrates **adequate** exploration of ideas.
5–6	The student: i. identifies a **substantial** artistic intention ii. identifies **substantial** alternatives and perspectives iii. demonstrates **substantial** exploration of ideas.
7–8	The student: i. identifies an **excellent** artistic intention ii. identifies **excellent** alternatives and perspectives iii. demonstrates **excellent** exploration of ideas.

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Arts

Criterion D: Responding

Maximum: 8
At the end of year 2, students should be able to:

i. identify connections between art forms, art and context, or art and prior learning

ii. recognize that the world contains inspiration or influence for art

iii. evaluate certain elements or principles of artwork.

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 **limited** connections between art forms, art and context, or art and prior learning ii. demonstrates **limited** recognition that the world contains inspiration or influence for art iii. presents a **limited** evaluation of certain elements of artwork.
3–4	The student: i. identifies **adequate** connections between art forms, art and context, or art and prior learning ii. demonstrates **adequate** recognition that the world contains inspiration or influence for art iii. presents an **adequate** evaluation of certain elements of artwork.
5–6	The student: i. identifies **substantial** connections between art forms, art and context, or art and prior learning ii. demonstrates **substantial** recognition that the world contains inspiration or influence for art iii. presents a **substantial** evaluation of certain elements of artwork.
7–8	The student: i. identifies **excellent** connections between art forms, art and context, or art and prior learning ii. demonstrates **excellent** recognition that the world contains inspiration or influence for art iii. presents an **excellent** evaluation of certain elements or principles of artwork.

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Physical and health education

Criterion A: Knowing and understanding

Maximum: 8
At the end of year 2, students should be able to:

i. outline physical and health education-related factual, procedural and conceptual knowledge

ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations

iii. apply physical and health terminology to communicate understanding.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls some** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues iii. **recalls** physical and health terminology.
3–4	The student: i. **recalls** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues **and suggest** solutions to problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding **with limited success**.
5–6	The student: i. **states** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **outline** issues and **solve** problems set in familiar situations iii. **applies** physical and health terminology to communicate understanding.
7–8	The student: i. **outlines** physical and health education factual, procedural and conceptual knowledge ii. **identifies** physical and health education knowledge to **describe** issues **and solve** problems set in familiar and unfamiliar situations iii. **applies** physical and health terminology **consistently** to communicate understanding.

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Physical and health education

Criterion B: Planning for performance

Maximum: 8
At the end of year 2, students should be able to:

i. construct and outline a plan for improving health or physical activity

ii. describe the effectiveness of a plan based on the outcome.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** plans for improving health or physical activity ii. **states** the effectiveness of a plan.
3–4	The student: i. **outlines a basic** plan for improving health or physical activity ii. **states** the effectiveness of a plan **based on the outcome**.
5–6	The student: i. **outlines** a plan for improving health or physical activity ii. **identifies** the effectiveness of a plan **based on the outcome**.
7–8	The student: i. **constructs** and **outlines** a plan for improving health or physical activity ii. **describes** the effectiveness of a plan **based on the outcome**.

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Physical and health education

Criterion C: Applying and performing

Maximum: 8
At the end of year 2, students should be able to:

i. recall and apply a range of skills and techniques

ii. recall and apply a range of strategies and movement concepts

iii. recall and apply information to perform effectively.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **recalls some** skills and techniques ii. **recalls some** strategies and movement concepts iii. **applies** information to perform with limited success.
3–4	The student: i. **recalls** skills and techniques ii. **recalls** strategies and movement concepts iii. **applies** information to perform.
5–6	The student: i. **recalls** and **applies** skills and techniques ii. **recalls** and **applies** a range of strategies and movement concepts iii. **applies** information to perform **effectively**.
7–8	The student: i. **recalls** and **applies a range** of skills and techniques ii. **recalls** and **applies a range** of strategies and movement concepts iii. **recalls** and **applies** information to perform **effectively**.

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Physical and health education

Criterion D: Reflecting and improving performance

Maximum: 8
At the end of year 2, students should be able to:

i. identify and demonstrate strategies to enhance interpersonal skills

ii. identify goals and apply strategies to enhance performance

iii. describe and summarize performance.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** a strategy to enhance interpersonal skills ii. **states** a goal to enhance performance iii. **describes** performance.
3–4	The student: i. **lists** strategies to enhance interpersonal skills ii. **states** a goal and **applies** strategies to enhance performance iii. **summarizes** performance.
5–6	The student: i. **identifies** strategies to enhance interpersonal skills ii. **lists** goals and **applies** strategies to enhance performance iii. **outlines** and **summarizes** performance.
7–8	The student: i. **identifies** and **demonstrates** strategies to enhance interpersonal skills ii. **identifies** goals and **applies** strategies to enhance performance iii. **describes** and **summarizes** performance.

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Design

Criterion A: Inquiring and analysing

Maximum: 8
At the end of year 2, students should be able to:

i. explain and justify the need for a solution to a problem

ii. state and prioritize the main points of research needed to develop a solution to the problem

iii. describe the main features of one existing product that inspires a solution to the problem

iv. present the main findings of relevant research.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states** the need for a solution to a problem ii. **states** the findings of research.
3–4	The student: i. **outlines** the need for a solution to a problem ii. **states some** points of research needed to **develop** a solution, **with some guidance** iii. **states** the main features of an existing product that inspires a solution to the problem iv. **outlines some of** the main findings of research.
5–6	The student: i. **explains** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with some guidance** iii. **outlines** the main features of an existing product that inspires a solution to the problem iv. **outlines** the main findings of relevant research.
7–8	The student: i. **explains** and **justifies** the need for a solution to a problem ii. **states** and **prioritizes** the main points of research needed to **develop** a solution to the problem, **with minimal guidance** iii. **describes** the main features of an existing product that inspires a solution to the problem iv. **presents** the main findings of relevant research.

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Design

Criterion B: Developing ideas

Maximum: 8
At the end of year 2, students should be able to:

i. develop a list of success criteria for the solution

ii. present feasible design ideas, which can be correctly interpreted by others

iii. present the chosen design

iv. create a planning drawing/diagram which outlines the main details for making the chosen solution.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **states one** basic success criterion for a solution ii. **presents one** design idea, which can be interpreted by others iii. **creates** an incomplete planning drawing/diagram.
3–4	The student: i. **states a few** success criteria for the solution ii. **presents more than one** design idea, using an appropriate medium(s) or labels key features, which can be interpreted by others iii. **states** the key features of the chosen design iv. **creates** a planning drawing/diagram or **lists** requirements for the creation of the chosen solution.
5–6	The student: i. **develops a few** success criteria for the solution ii. **presents a few** feasible design ideas, using an appropriate medium(s) and labels key features, which can be interpreted by others iii. **presents** the chosen design **stating** the key features iv. **creates** a planning drawing/diagram and **lists** the main details for the creation of the chosen solution.
7–8	The student: i. **develops a list of** success criteria for the solution ii. **presents** feasible design ideas, using an appropriate medium(s) and outlines the key features, which can be correctly interpreted by others iii. **presents** the chosen design **describing** the key features iv. **creates** a planning drawing/diagram, which **outlines** the main details for making the chosen solution.

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Design

Criterion C: Creating the solution

Maximum: 8
At the end of year 2, students should be able to:

i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution

ii. demonstrate excellent technical skills when making the solution

iii. follow the plan to create the solution, which functions as intended

iv. list the changes made to the chosen design and plan when making the solution

v. present the solution as a whole.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **demonstrates minimal** technical skills when making the solution ii. **creates** the solution, which functions **poorly** and is presented **in an incomplete form**.
3–4	The student: i. **lists** the main steps in a plan that contains some details, resulting in peers having difficulty following the plan to create the solution ii. **demonstrates satisfactory** technical skills when making the solution iii. **creates** the solution, which **partially** functions and is **adequately** presented iv. **states one change** made to the chosen design **or** plan when making the solution.
5–6	The student: i. **lists** the steps in a plan, which **considers** time and resources, resulting in peers being able to follow the plan to create the solution ii. **demonstrates competent** technical skills when making the solution iii. **creates** the solution, which functions **as intended** and is presented **appropriately** iv. **states one change** made to the chosen design **and** plan when making the solution.
7–8	The student: i. **outlines** a plan, which **considers** the use of resources and time, sufficient for peers to be able to follow to create the solution ii. **demonstrates excellent** technical skills when making the solution iii. follows the plan to **create** the solution, which functions as **intended** and is presented **appropriately** iv. **lists the changes** made to the chosen design and plan when making the solution.

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Design

Criterion D: Evaluating

Maximum: 8
At the end of year 2, students should be able to:

i. outline simple, relevant testing methods, which generate data, to measure the success of the solution

ii. outline the success of the solution against the design specification

iii. outline how the solution could be improved

iv. outline the impact of the solution on the client/target audience.

Achievement level	Level descriptor
0	The student **does not** reach a standard described by any of the descriptors below.
1–2	The student: i. **defines** a testing method, which is used to measure the success of the solution ii. **states** the success of the solution.
3–4	The student: i. **defines** a **relevant** testing **method**, which generates data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on the results of **one relevant** test iii. **states one way** in which the solution could be improved iv. **states one way** in which the solution can impact the client/target audience.
5–6	The student: i. **defines relevant** testing **methods**, which generate data, to measure the success of the solution ii. **states** the success of the solution against the design specification based on **relevant** product testing iii. **outlines one way** in which the solution could be improved iv. **outlines** the impact of the solution on the client/target audience, **with guidance**.
7–8	The student: i. **outlines simple, relevant** testing methods, which generate data, to measure the success of the solution ii. **outlines** the success of the solution against the design specification based on **authentic** product testing iii. **outlines** how the solution could be improved iv. **outlines** the impact of the solution on the client/target audience.

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