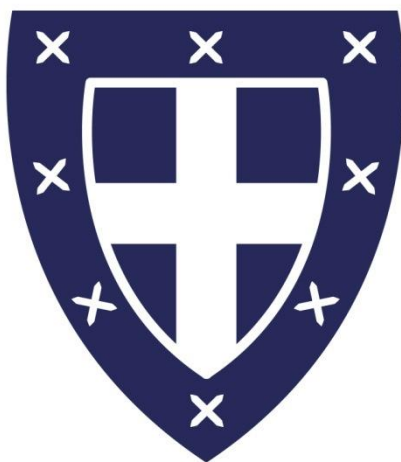


OBS Forms 6-8
Assessment and Curriculum Handbook



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Part One: General Introduction

The Oporto British School offers an academically challenging and personally enriching education for students from Form 6 to 12. Students experience a broad and balanced range of academic subjects. Academic rigour is promoted throughout the school and our external examination results and university placements demonstrate a commitment to providing a successful and progressive environment. Our results are consistently above the world average at IGCSE and IBDP.

Forms 6-8 follow a curriculum that aims to prepare our students for IGCSE and IB Diploma; to address the need to support our students become internationally minded in an ever changing global society and to provide a solid framework upon which to base our teaching and learning practices.

Details related to the IGCSE and IB Diploma programme can be found on our website and in the IGCSE and IBDP handbooks.

Learning Objectives and Assessment at Forms 6-8

Assessment at Key Stage Three (Forms 6-8) is based on learning objectives. This means that the work and ability of students is judged against a set of criteria for each subject areas. Students are not judged against the work of other students. These objectives therefore allow for the learning of students to be clearly assessed and also allow teachers and students to set formative targets for individual learning.

Assessment tasks are varied to allow all students to demonstrate their knowledge, understanding and skills. For example, students are assessed through projects, essays, end of unit tests, presentations and observation.

The core subjects (English, Maths, Science and Portuguese) have formal summative tests at the end of each year held in the Sports Hall. These are internally marked, moderated and standardised; mark schemes will be shared with students after the examinations.

Our Assessment policy states that assessment is an ongoing process however we want our students to be prepared for external exams and therefore we use a mix of summative and formative assessment to best prepare them for the demands of IGCSE and IBDP examinations.

In Portuguese A (First Language) the curriculum is based on the Portuguese National Curriculum Framework and related objectives. This curriculum covers the third cycle of basic education at continues into Form 9. At the end of Form 9 students are sit the Portuguese National Exam. These exam papers and results are internally marked. ensure OBS students cover the curriculum and objectives of the Portuguese system.

Other subject areas across the curriculum have clear learning objectives which are outlined in this handbook. In these subjects assessment is again linked to these objectives and criterion based.

In Forms 6 to 8 there are no external examinations. We expect a summative assessment at the end of each unit/topic however we value formative ongoing assessment and reported grades are based on a mix of formative and summative grades; we do not report on single test grades (with the exception of the Core subjects in the Summer term).

OBS Attainment Grade Descriptors (Forms 6-8)

Level of Achievement	Assessment Descriptors
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in situations with support.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
1	Minimal achievement in terms of the objectives.

Effort Grades (Forms 6-8)

7	Outstanding
6	Very good
5	Good
4	Satisfactory
3	Unsatisfactory
2	Cause for concern
1	Very poor

Part Two: Subject Learning Objectives and Assessment Criteria

English

The English curriculum promotes an enquiry-based approach to learning to develop thinking skills and encourage intellectual engagement. The curriculum is presented in five content areas. Phonics, spelling and vocabulary and Grammar and punctuation relate to use of English. Grammar and punctuation is further divided into Reading and Writing to reflect the different ways in which grammar and punctuation are applied in each of these skills. Reading, Writing, and Speaking and listening are about developing thinking skills and encouraging intellectual engagement. The learning objectives span knowledge and understanding and other qualities. This curriculum encourages learners to be confident, creative and intellectually engaged.

The curriculum builds effectively and imaginatively on the students' experiences and development in the Primary school. All students should feel challenged yet secure: comfortable within the classroom but motivated and stimulated. Work done in Forms 6 - 8 should reflect the principles set down in the school's Vision Statement, should aim to engender a love of the subject and must provide students with the skills, experience and interdependence to approach IGCSE and IBDP courses with confidence.

Teachers build programmes that satisfy the requirements of the curriculum model and fit into the departmental overview, but that also reflect their individual skills, enthusiasm and imagination. This means that students can be assessed according to their needs and capabilities. For example, Form 8 students could viably be entered for early IGCSE if they have met or exceeded the assessment criteria for Forms 6 – 8. For a full overview of the skills and how they are assessed, please visit the following website which gives precise information on how every child in the Secondary school is assessed by teachers in the English department:

<http://webarchive.nationalarchives.gov.uk/20110809101133/http://wsassets.s3.amazonaws.com/w/s/nso/pdf/44c1317f5bdb02732731cdf2820f45bb.pdf>

In general, our students will study the following content:

Form 6

Introduction to Shakespeare

Media forms

Non-fiction reading and writing (including a range of writing purposes)

Poetry (pre and post 1914 including writing poetry)

Prose (pre and post 1914)

Form 7

Shakespeare & theatre

Media methods

Non-fiction reading and writing (focus on argue, persuade, advise, inform, explain)

Fiction writing

Poetry (pre and post 1914)

Prose (pre and post 1914)

Form 8

Media studies

IGCSE Literature preparation (poetry, prose and drama)

IGCSE language preparation (non fiction reading and writing skills in depth)

Sciences

This framework provides a comprehensive set of progressive learning objectives for science. The objectives detail what the learner should know or what they should be able to do in science in each year of lower secondary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked.

The Science curriculum is presented in four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work and recording and analysing data. The Scientific enquiry objectives underpin Biology, Chemistry and Physics, which are focused on developing confidence and interest in scientific knowledge. Environmental awareness and some history of science are also incorporated. The Science curriculum framework continues the journey from the Cambridge Primary Science framework and provides a solid foundation upon which the later stages of education can be built. Form 7 and 8 are completing the Cambridge cycle at the moment; Form 6 will use a bespoke Science curriculum created specifically for our students.

Form 6

Scientific enquiry/ Ideas and evidence

7Ep1 Be able to talk about the importance of questions, evidence and explanations

7Ep2 Make predictions and review them against evidence

Scientific enquiry/Plan investigative work

7Ep3 Suggest ideas that may be tested

7Ep4 Outline plans to carry out investigations, considering the variables to control, change or observe

7Ep5 Make predictions referring to previous scientific knowledge and understanding

7Ep6 Identify appropriate evidence to collect and suitable methods of collection

7Ep7 Choose appropriate apparatus and use it correctly

Scientific enquiry/Obtain and present evidence

7Eo1 Make careful observations including measurements

7Eo2 Present results in the form of tables, bar charts and line graphs

7Eo3 Use information from secondary sources

Scientific enquiry/Consider evidence and approach

7Ec1 Make conclusions from collected data, including those presented in a graph, chart or spreadsheet

7Ec2 Recognise results and observations that do not fit into a pattern, including those presented in a graph, chart or spreadsheet

7Ec3 Consider explanations for predictions using scientific knowledge and understanding and communicate these

7Ec4 Present conclusions using different methods

Biology/Plants

7Bp1 Recognise the positions, and know the functions of the major organs of flowering plants, e.g. root, stem, leaf

Biology/Humans as organisms

7Bh1 Explore the role of the skeleton and joints and the principle of antagonistic muscles

7Bh2 Recognise the positions and know the functions of the major organ systems of the human body. Secondary sources can be used

7Bh3 Research the work of scientists studying the human body

Biology/Cells and organisms

7Bc1 Identify the seven characteristics of living things and relate these to a wide range of organisms in the local and wider environment

7Bc2 Know about the role of micro-organisms in the breakdown of organic matter, food production and disease, including the work of Louis Pasteur

7Bc3 Identify the structures present in plant and animal cells as seen with a simple light microscope and/or a computer microscope

7Bc4 Compare the structure of plant and animal cells

7Bc5 Relate the structure of some common cells to their functions. Secondary sources can be used

7Bc6 Understand that cells can be grouped together to form tissues, organs and organisms

Biology/Living things in their environment

7Be1 Describe how organisms are adapted to their habitat, drawing on locally occurring examples. Secondary sources can be used

7Be2 Draw and model simple food chains

7Be3 Discuss positive and negative influence of humans on the environment, e.g. the effect on food chains, pollution and ozone depletion

7Be4 Discuss a range of energy sources and distinguish between renewable and non-renewable resources. Secondary sources can be used

Biology/Variation and classification

7Bv1 Understand what is meant by a species

7Bv2 Investigate variation within a species. Secondary sources can be used

7Bv3 Classify animals and plants into major groups, using some locally occurring examples

Chemistry/States of matter

7Cs1 Show in outline how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state

Chemistry/Material properties

7Cp1 Distinguish between metals and non-metals

7Cp2 Describe everyday materials and their physical properties

Chemistry/Material changes

7Cc1 Use a pH scale

7Cc2 Understand neutralisation and some of its applications

7Cc3 Use indicators to distinguish acid and alkaline solutions

Chemistry/The Earth

7Ce1 Observe and classify different types of rocks and soils

7Ce2 Research simple models of the internal structure of the Earth

7Ce3 Examine fossils and research the fossil record

7Ce4 Discuss the fossil record as a guide to estimating the age of the Earth

7Ce5 Learn about most recent estimates of the age of the Earth

Physics/Forces and motion

7Pf1 Describe the effects of forces on motion, including friction and air resistance

7Pf2 Describe the effect of gravity on objects. Secondary sources can be used

Physics/Energy

7Pe1 Understand that energy cannot be created or destroyed and that energy is always conserved

7Pe2 Recognise different energy types and energy transfers

Physics/The Earth and beyond

7Pb1 Describe how the movement of the Earth causes the *apparent* daily and annual movement of the sun and the stars

7Pb2 Describe the relative position and movement of the planets and the sun in the solar system

7Pb3 Discuss the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists

7Pb4 Understand that the sun and other stars are sources of light and that planets and other bodies are seen by reflected light

Form 7

Scientific enquiry/ideas and evidence

8Ep1 Discuss the importance of developing empirical questions which can be investigated, collecting evidence, developing explanations and using creative thinking

8Ep2 Test predictions with reference to evidence gained

Scientific enquiry/Plan investigative work

8Ep3 Select ideas and turn them into a form that can be tested

8Ep4 Plan investigations to test ideas

8Ep5 Identify important variables; choose which variables to change, control and measure

8Ep6 Make predictions using scientific knowledge and understanding

Scientific enquiry/Obtain and present evidence

8Eo1 Take appropriately accurate measurements

8Eo1 Use a range of equipment correctly

8Eo1 Discuss and control risks to themselves and others

8Eo1 Present results as appropriate in tables and graphs

Scientific enquiry/Consider evidence and approach

8Ec1 Make simple calculations

8Ec2 Identify trends and patterns in results (correlations)

8Ec3 Compare results with predictions

8Ec4 Identify anomalous results and suggest improvements to investigations

8Ec5 Interpret data from secondary sources

8Ec6 Discuss explanations for results using scientific knowledge and understanding. Communicate these clearly to others

8Ec7 Present conclusions to others in appropriate ways

Biology/Plants

8Bp1 Explore how plants need carbon dioxide, water and light for photosynthesis in order to make biomass and oxygen

8Bp2 Describe the absorption and transport of water and mineral salts in flowering plants

Biology/Humans as organisms

8Bh1 Identify the constituents of a balanced diet and the functions of various nutrients. Secondary sources can be used

8Bh2 Understand the effects of nutritional deficiencies

8Bh3 Recognise the organs of the alimentary canal and know their functions. Secondary sources can be used

8Bh4 Understand the function of enzymes as biological catalysts in breaking down food to simple chemicals

8Bh5 Recognise and model the basic components of the circulatory system and know their functions

8Bh6 Understand the relationship between diet and fitness

8Bh7 Discuss how conception, growth, development, behaviour and health can be affected by diet, drugs and disease

8Bh8 Recognise the basic components of the respiratory system and know their functions

8Bh9 Define and describe aerobic respiration, and use the word equation

8Bh10 Explain gaseous exchange

8Bh11 Describe the effects of smoking. Secondary sources can be used

8Bh12 Discuss the physical and emotional changes that take place during adolescence

8Bh13 Describe the human reproductive system, including the menstrual cycle, fertilisation and foetal development

Chemistry/States of matter

8Cs1 Show how the particle theory of matter can be used to explain the properties of solids, liquids and gases, including changes of state, gas pressure and diffusion

Chemistry/Material properties

8Cp1 Describe and explain the differences between metals and non-metals

8Cp2 Give chemical symbols for the first twenty elements of the Periodic Table

8Cp3 Understand that elements are made of atoms

8Cp4 Explain the idea of compounds

8Cp5 Name some common compounds including oxides, hydroxides, chlorides, sulfates and carbonates

8Cp6 Distinguish between elements, compounds and mixtures

Chemistry/Material changes

8Cc1 Use a word equation to describe a common reaction. Secondary sources can be used

8Cc2 Describe chemical reactions which are not useful, e.g. rusting

Physics/Forces and motion

8Pf1 Calculate average speeds, including through the use of timing gates

8Pf2 Interpret simple distance/time graphs

Physics/Sound

8Ps1 Explain the properties of sound in terms of movement of air particles

8Ps2 Recognise the link between loudness and amplitude, pitch and frequency, using an oscilloscope

Physics/Light

8Pl1 Use light travelling in a straight line to explain the formation of shadows and other phenomena

8Pl2 Describe how non-luminous objects are seen

8Pl3 Describe reflection at a plane surface and use the law of reflection

8Pl4 Investigate refraction at the boundary between air and glass or air and water

8Pl5 Explain the dispersion of white light

8Plx Explain colour addition and subtraction, and the absorption and reflection of coloured light

Physics/Magnetism

8Pm1 Describe the properties of magnets

8Pm2 Recognise and reproduce the magnetic field pattern of a bar magnet

8m3 Construct and use an electromagnet

Form 8

Scientific enquiry/Plan from ideas and evidence

9Ep1 Discuss and explain the importance of questions, evidence and explanations, using historical and contemporary examples

9Ep2 Test explanations by using them to make predictions and then evaluate these against evidence

9Ep3 Discuss the way that scientists work today and how they worked in the past, including reference to experimentation, evidence and creative thought

Scientific enquiry/Plan investigative work

9Ep4 Select ideas and produce plans for testing based on previous knowledge, understanding and research

9Ep5 Suggest and use preliminary work to decide how to carry out an investigation

9Ep6 Decide whether to use evidence from first hand experience or secondary sources

9Ep7 Decide which measurements and observations are necessary and what equipment to use

9Ep8 Decide which apparatus to use and assess any hazards in the laboratory, field or workplace

9Ep9 Use appropriate sampling techniques where required

Scientific enquiry/Obtain and present evidence

9Eo1 Make sufficient observations and measurements to reduce error and make results more reliable

9Eo2 Use a range of materials and equipment and control risks

9Eo3 Make observations and measurements

9Eo4 Choose the best way to present results

Scientific enquiry/Consider evidence and approach

9Ec1 Describe patterns (correlations) seen in results

9Ec2 Interpret results using scientific knowledge and understanding

9Ec3 Look critically at sources of secondary data

9Ec4 Draw conclusions

9Ec5 Evaluate the methods used and refine for further investigations

9Ec6 Compare results and methods used by others

9Ec7 Present conclusions and evaluation of working methods in different ways

9Ec8 Explain results using scientific knowledge and understanding. Communicate this clearly to others

Biology/Plants

9Bp1 Define and describe photosynthesis, and use the word equation

9Bp2 Understand the importance of water and mineral salts to plant growth

9Bp3 Understand sexual reproduction in flowering plants, including pollination, fertilisation, seed formation and dispersal

Biology/Living things in their environment

9Be1 Explain the ways in which living things are adapted to their habitats. Secondary sources can be used

9Be2 Research the work of scientists studying the natural world. Secondary sources can be used

9Be3 Explain and model food chains, food webs and energy flow

9Be4 Explain the role of decomposers

Describe factors affecting the size of populations

9Be6 Describe and investigate some effects of human influences on the environment

Biology/Variation and classification

9Bv1 Use and construct keys to identify plants and animals

9Bv2 Understand that organisms inherit characteristics from their parents through genetic material that is carried in cell nuclei

9Bv3 Describe how selective breeding can lead to new varieties

9Bv4 Discuss the work of Darwin in developing the scientific theory of natural selection

Chemistry/material properties

9Cp1 Describe the structure of an atom and learn about the methods and discoveries of Rutherford

9Cp2 Compare the structures of the first twenty elements of the Periodic Table

9Cp3 Describe trends in groups and periods

9Cp4 Talk about the contribution of scientists. Secondary sources can be used

Chemistry/material changes

9Cc1 Explore and explain the idea of endothermic processes, e.g. melting of ice, and exothermic reactions, e.g. burning, oxidation

9Cc2 Describe the reactivity of metals with oxygen, water and dilute acids

9Cc3 Explore and understand the reactivity series

9Cc4 Give examples of displacement reactions

9Cc5 Explain how to prepare some common salts by the reactions of metals and metal carbonates and be able to write word equations for these reactions

9Cc6 Give an explanation of the effects of concentration, particle size, temperature and catalysts on the rate of a reaction

Physics/Forces and motion

9Pf1 Explain that pressure is caused by the action of a force on an area

9Pf2 Determine densities of solids, liquids and gases

9Pf3 Explain pressures in gases and liquids (qualitative only)

9Pf4 Know that forces can cause objects to turn on a pivot and understand the principle of moments

Physics/Electricity

9Pm1 Describe electrostatics and the concept of charge, including digital sensors

9Pm2 Interpret and draw simple parallel circuits

9Pm3 Model and explain how common types of components, including cells (batteries), affect current

9Pm4 Explain how current divides in parallel circuits

9Pm5 Measure current using ammeters and voltage using voltmeters, including digital meters

Physics/Energy

9Pe1 Use knowledge of energy sources including fossil fuels and renewable energy resources to consider the world's energy needs, including research from secondary sources

9Pe2 Identify and explain the thermal (heat) energy transfer of processes of conduction, convection and radiation

9Pe3 Explain cooling by evaporation

Mathematics

The Mathematics Department combines a traditional, disciplined approach to learning mathematics, this being achieved by a realization that the education and development of a pupil is a partnership between teachers, parents and the students themselves. The department aims to embrace progressive and investigational techniques to enhance understanding, in accordance with the English National Curriculum, incorporating the National Numeracy Strategy. The department seeks to encourage students to develop, maintain and stimulate familiarity with appropriate mathematical concepts, principles, methods and vocabulary. Students should develop transferable skills and be able to support their conclusions by reasonable argument.

There is recognition of the need for differentiated learning in order for students to perform to their full potential and achieve the best external examination results of which they are capable, whilst stimulating interest and an appreciation of the application of mathematics in the real world. The external examinations IGCSE and IB reflect the international nature of the subject.

The Mathematics Department uses the Essential Maths series as the basis for Key Stage Three Mathematics. Set 1 students follow the H text (higher) and set 2 students the C text (core), although there is a substantial amount of overlap between the two texts. Students are also issued with a homework book which they can keep and which is based on the course textbooks.

Topics in the textbooks appear in the order suggested in the U.K. National Numeracy Strategy guide. Textbooks are split into six units, with each unit of work taking approximately one half-term to cover with appropriate revision material at the end of the unit. Many topics are reviewed later in the books.

Most learning objectives are broken down into two parts. 'M' exercises are aimed at all pupils within a set, whilst 'E' exercises provide extension work.

Unit Tests are used to assess the pupils' progress, Students frequently sit both a calculator paper and a non calculator paper.

Throughout the Key Stage we expect students to bring pens, pencils, rulers, calculators and their text and exercise books to every lesson. The Mathematics department is prescriptive in its advice regarding the best types to buy, currently the Casio fx82 series. Students also need access to protractors and a pair of compasses.

Topics studied by each year group are listed below, although they may change slightly from year to year :

Form 6	Form 7	Form 8
Numeracy	Properties of numbers	Calculations
Fractions	Fractions	Using Algebra
Fractions, decimals, percentages	Area	Geometrical Reasoning
Percentages	Negative numbers	Fractions
Angles	Sequences	Scatter Diagrams
Constructions	Written Calculations	Index Laws

Rules of algebra	Estimating	Calculator Use
Straight line graphs	Using Algebra	Circles
Averages and Range	Geometric Reasoning	Constructions
Handling data	Circles	Equations
Probability	Reflection	Estimation
Proportion and Ratio	Averages	Linear Graphs
Negative Numbers	Formulas and expressions	Area
More algebra	Construction and locus	Transformations
More equations	Bearings and Scale drawings	Charts and Graphs
Coordinates	Fraction/Decimals and Percentages	3D shapes
Rotation	Interpreting and sketching real life graphs	Volume
Line Symmetry	Rotation and combined transformations	Standard Form
Translation	Enlargement	Percentages
Rounding numbers	Sequences	Further equations
Perimeter and Area	Pythagoras' Theorem	Finding a rule
Circles	Drawing graphs	Averages
Sequences	Ratio and Proportion	Ratio and Map Scales
Further sequences	Solving equations	Loci

Angles and Constructions	Volume	Pythagoras' Theorem
Three dimensional objects	Percentages	Trigonometry
	Probability	Number review
	3D Objects and Plans	Probability
		Interpreting Graphs
		Compound Measures
		Algebra Review
		Errors in Measurement
		Simultaneous Equations
		Matrices

Modern Languages

Portuguese First Language

The 3.º CICLO continues and is completed in Form 9 when students sit an equivalent National Exam.

METAS CURRICULARES DE PORTUGUÊS – 2.º CICLO 6.º ANO

Oralidade O6

1. Interpretar discursos orais breves.
2. Utilizar procedimentos para registar e reter a informação.
3. Produzir discursos orais com diferentes finalidades e com coerência.
4. Compreender e apresentar argumentos.

Leitura e Escrita LE6

5. Ler em voz alta palavras e textos.
6. Ler textos diversos.
7. Compreender o sentido dos textos.
8. Fazer inferências a partir da informação prévia ou contida no texto.
9. Organizar a informação contida no texto.
10. Avaliar criticamente textos.
11. Planificar a escrita de textos.
12. Redigir corretamente.
13. Escrever textos narrativos.
14. Escrever textos informativos.
15. Escrever textos de opinião.
16. Escrever textos diversos.
17. Rever textos escritos.

Educação Literária EL6

18. Ler e interpretar textos literários.
19. Tomar consciência do modo como os temas, as experiências e os valores são representados nos textos literários.
20. Ler e escrever para fruição estética.

Gramática G6

21. Explicitar aspetos fundamentais da morfologia.
22. Conhecer classes de palavras.
23. Analisar e estruturar unidades sintáticas.

METAS CURRICULARES DE PORTUGUÊS – 3.º CICLO - 7.º ANO

Oralidade O7

1. Interpretar discursos orais com diferentes graus de formalidade e complexid
2. Registrar, tratar e reter a informação. ade.
3. Participar oportuna e construtivamente em situações de interação oral.
4. Produzir textos orais corretos, usando vocabulário e estruturas gramaticais diversificados e recorrendo a mecanismos de coesão discursiva.
5. Produzir textos orais (4 minutos) de diferentes tipos e com diferentes finalidades.

Leitura L7

6. Ler em voz alta.
7. Ler textos diversos.
8. Interpretar textos de diferentes tipologias e graus de complexidade.
9. Utilizar procedimentos adequados à organização e tratamento da informação.
10. Ler para apreciar textos variados.

Escrita E7

11. Planificar a escrita de textos.
12. Redigir textos com coerência e correção linguística.
13. Escrever para expressar conhecimentos.
14. Escrever textos informativos.
15. Escrever textos argumentativos.
16. Escrever textos diversos.
17. Rever os textos escritos.

Educação Literária EL7

18. Ler e interpretar textos literários.
19. Apreciar textos literários. (v. Lista em anexo e Listagem PNL)
20. Ler e escrever para fruição estética.

Gramática G7

21. Explicitar aspetos fundamentais da morfologia.
22. Reconhecer e conhecer classes de palavras.
23. Analisar e estruturar unidades sintáticas.

METAS CURRICULARES DE PORTUGUÊS – 3.º CICLO 8.º ANO

Oralidade O8

1. Interpretar discursos orais com diferentes graus de formalidade e complexidade.
2. Registrar, tratar e reter a informação.
3. Participar oportuna e construtivamente em situações de interação oral.
4. Produzir textos orais corretos, usando vocabulário e estruturas gramaticais diversificados e recorrendo a mecanismos de organização e de coesão discursiva.

5. Produzir textos orais (5 minutos) de diferentes tipos e com diferentes finalidades. 6. Reconhecer a variação da língua.

Leitura L8

7. Ler em voz alta.

8. Ler textos diversos.

9. Interpretar textos de diferentes tipologias e graus de complexidade

10. Utilizar procedimentos adequados à organização e tratamento da informação.

11. Ler para apreciar textos variados.

12. Reconhecer a variação da língua.

Escrita E8

13. Planificar a escrita de textos.

14. Redigir textos com coerência e correção linguística.

15. Escrever para expressar conhecimentos.

16. Escrever textos expositivos.

17. Escrever textos argumentativos.

18. Escrever textos diversos.

19. Rever os textos escritos.

Educação Literária EL8

20. Ler e interpretar textos literários.

22. Ler e escrever para fruição estética.

Gramática G8

23. Conhecer classes de palavras.

24. Explicitar aspetos fundamentais da sintaxe do português.

25. Reconhecer propriedades das palavras e formas de organização do léxico.

Portuguese History

Like Portuguese, this follows the Portuguese National Curriculum. The course continues and is completed in Form 9. Students with Portuguese as a foreign language complete a course in Portuguese Studies related to Portuguese society and culture.

Portuguese History is essentially knowledge and content based.

METAS CURRICULARES DE HISTÓRIA
2.º CICLO DO ENSINO BÁSICO :
6.º ANO

Portugal do século XVIII ao século XIX

O império português, o poder absoluto, a sociedade de ordens e a arte no século XVIII

1. Conhecer e compreender as características do império português dos séculos XVII e XVIII
2. Conhecer e compreender as características do poder político no tempo de D. João V
3. Conhecer a sociedade portuguesa no século XVIII
4. Conhecer aspetos da arte no tempo de D. João V

A Revolução Francesa de 1789 e seus reflexos em Portugal

1. Conhecer e compreender a revolução francesa e as invasões napoleónicas
2. 2. Conhecer e compreender a Revolução Liberal de 1820
3. 3. Conhecer e compreender as consequências da Revolução Liberal de 1820
4. 4. Conhecer o longo processo de afirmação da Monarquia Liberal

Portugal na segunda metade do século XIX

1. Conhecer e compreender o processo de modernização
2. Conhecer o desenvolvimento das vias de comunicação e dos meios de transporte operado pela Regeneração e os seus efeitos das atividades produtivas portuguesas na segunda metade do século XIX
3. Conhecer e compreender o alcance das medidas tomadas pelos liberais na educação e na justiça
4. Conhecer e compreender o aumento da população e o êxodo rural verificado na segunda metade do século XIX
5. Conhecer e compreender as características da sociedade e a vida quotidiana nas cidades e nos campos na segunda metade do século XIX
6. Conhecer as características da arte da segunda metade do século XIX

Portugal do século XX

Da Revolução Republicana de 1910 à Ditadura Militar de 1926

1. Conhecer e compreender as razões da queda da monarquia constitucional
2. Conhecer e compreender o funcionamento do regime da 1.ª República e os seus símbolos
3. Conhecer as principais realizações da 1.ª República
4. Conhecer e compreender os motivos do fim da 1.ª República e a instauração da ditadura militar em 1926

Estado Novo (1933-1974)

1. Compreender a ascensão de Salazar e a construção do Estado Novo
2. Conhecer e compreender os mecanismos de difusão dos ideais do Estado Novo e de repressão para com os opositores
3. Conhecer e compreender os principais movimentos de resistência ao Estado Novo
4. Conhecer e compreender a manutenção do colonialismo português e a Guerra Colonial

O 25 de Abril de 1974 e o regime democrático

1. Conhecer e compreender as causas do golpe militar do 25 de Abril de 1974.
2. Conhecer e compreender as consequências do 25 de Abril de 1974 ao nível da democratização do regime e da descolonização
3. Conhecer os órgãos de poder democráticos
4. Analisar algumas conquistas, dificuldades e desafios que Portugal enfrenta no nosso tempo

Espaços em que Portugal se Integra

1. Conhecer a União Europeia (UE) como uma das organizações internacionais em que Portugal se integra
2. Conhecer outras organizações internacionais em que Portugal se integra

Portugal Hoje

A População Portuguesa

1. Compreender a importância dos recenseamentos na recolha de informação sobre a população
2. Conhecer a evolução da população em Portugal e compreender a sua relação com o crescimento natural
3. Compreender o contributo do saldo m5. Conhecer a evolução da população portuguesa por grupos etários migratório na evolução da população em Portugal
4. Compreender a distribuição da população em Portugal e a sua evolução

METAS CURRICULARES DE HISTÓRIA

3.º CICLO DO ENSINO BÁSICO : 7º ANO

Das sociedades recolectoras às primeiras civilizações

1. Conhecer o processo de hominização
2. Conhecer e compreender as características das sociedades do Paleolítico
3. Compreender as vivências religiosas e as manifestações artísticas do Homem do Paleolítico
4. Compreender e comparar as sociedades produtoras com as sociedades recoletoras
5. Conhecer e compreender os cultos e a arte dos homens do neolítico

Contributos das civilizações urbanas

1. Conhecer e compreender a formação das primeiras civilizações urbanas
2. Conhecer e compreender as relações económicas e as estruturas sociais (a partir de exemplos de uma civilização dos Grandes Rios)

3. Conhecer e compreender a complexificação da organização política (a partir de exemplos de uma civilização dos Grandes Rios)

4. Conhecer e analisar a importância das vivências religiosas, culturais e artísticas (a partir de exemplos de uma civilização dos Grandes Rios)

5. Conhecer os principais contributos das primeiras civilizações urbanas para o funcionamento das sociedades até aos nossos dias

A herança do Mediterrâneo Antigo

O mundo helénico

1. Conhecer e compreender o processo de formação e afirmação das cidades-estado gregas originárias (séculos VIII a IV a.C.)
2. Conhecer e compreender a organização económica e social no mundo grego
3. Conhecer o elevado grau de desenvolvimento atingido no mundo grego pela cultura e pela arte
4. Conhecer o processo de estruturação do mundo grego e de relacionamento do mesmo com outros espaços civilizacionais
5. Avaliar o contributo da Grécia Antiga para a evolução posterior das sociedades humanas

Roma e o império

1. Conhecer e compreender a formação do Império e o processo de romanização
2. Conhecer e compreender a organização económica e social da Roma imperial
3. Conhecer e compreender a cultura e a arte romana
4. Compreender a origem e a expansão do Cristianismo no seio das expressões religiosas do mundo romano
5. Conhecer as marcas do mundo romano para as civilizações que lhe sucederam e para as sociedades atuais

A formação da cristandade ocidental e a expansão islâmica

A Europa do século VI ao XII

1. Conhecer e compreender o novo mapa político da Europa após a queda do Império Romano do Ocidente
2. Compreender as relações entre o clima de insegurança e o predomínio de uma economia ruralizada na Alta Idade Média com a organização da sociedade medieval
3. Conhecer a vivência religiosa no Ocidente europeu entre os séculos VI e XII
4. Conhecer e compreender as características fundamentais das expressões culturais e artística

O mundo muçulmano em expansão

1. Conhecer e compreender a génese e expansão do islamismo
2. Conhecer e compreender a ocupação muçulmana e a resistência cristã na Península Ibérica
3. Conhecer e compreender as interações entre o mundo muçulmano e o mundo cristão
4. Conhecer e compreender a formação do reino de Portugal num contexto de reconquista cristã

O contexto europeu do século XII ao XIV

Apogeu e desagregação do “ordem” feudal

1. Conhecer e compreender as transformações da economia europeia do século XII ao XIV
2. Conhecer e compreender algumas das características da organização do poder entre os séculos XII e o XIV
3. Conhecer e compreender as principais expressões da religião, cultura e artes do século XII ao XIV

4. Conhecer características do poder, da economia, da sociedade e da cultura de Portugal do século XII ao XIV

As crises do século XIV

1. Conhecer e compreender as causas da crise do século XIV na Europa
2. Conhecer e compreender os “levantamentos populares” rurais, os conflitos sociais urbanos e os “movimentos milenaristas”
3. Conhecer e compreender as especificidades da crise do século XIV em Portugal

METAS CURRICULARES DE HISTÓRIA
3.º CICLO DO ENSINO BÁSICO: 8.º ANO

Expansão e mudança nos séculos XV e XVI

O expansionismo europeu

1. Conhecer e compreender o pioneirismo português no processo de expansão europeu
2. Conhecer os processos de expansão dos Impérios Peninsulares
3. Compreender as transformações decorrentes do comércio à escala mundial
4. Compreender os séculos XV e XVI como período de ampliação dos níveis de multiculturalidade das sociedades
5. Conhecer o processo de união dos impérios peninsulares e a Restauração da Independência portuguesa em 1640

Renascimento, Reforma e Contrarreforma

1. Conhecer e compreender o Renascimento
2. Conhecer e compreender a Reforma Protestante
3. Conhecer e compreender a reação da Igreja Católica à Reforma Protestante
4. Conhecer e compreender a forma como Portugal foi marcado por estes processos de transformação cultural e religiosa

O contexto europeu dos séculos XVII e XVIII

O Antigo Regime europeu: regra e exceção

1. Conhecer e compreender o Antigo Regime europeu a nível político e social
2. Conhecer os elementos fundamentais de caracterização da economia do Antigo Regime europeu
3. Conhecer e compreender os elementos fundamentais da arte e da cultura no Antigo Regime
4. Conhecer e compreender a afirmação política e económica da Holanda e da Inglaterra, nos séculos XVII e XVIII
5. Conhecer as diferentes etapas da evolução de Portugal, em termos políticos, sociais e económicos, no século XVII e na primeira metade do século

Um século de mudanças (século XVIII)

1. Conhecer e compreender os vetores fundamentais do Iluminismo
 2. Conhecer e compreender a realidade portuguesa na segunda metade do século XVIII
- O arranque da “Revolução Industrial” e o triunfo dos regimes liberais conservadores

Da “Revolução Agrícola” à “Revolução Industrial”

1. Compreender os principais condicionalismos explicativos do arranque da “Revolução Industrial” na Inglaterra
2. Conhecer e compreender as características das etapas do processo de industrialização europeu de meados do século XVIII e inícios do século XIX
3. Conhecer e compreender as implicações ambientais da atividade das comunidades humanas e, em particular, das sociedades industrializadas

Revoluções e Estados liberais conservadores

1. Conhecer e compreender a Revolução Americana e a Revolução Francesa
2. Conhecer e compreender a evolução do sistema político em Portugal desde as Invasões Francesas até ao triunfo do liberalismo após a guerra civil

A civilização industrial no século XIX

Mundo industrializado e países de difícil industrialização

1. Conhecer e compreender a consolidação dos processos de industrialização
2. Conhecer e compreender os principais aspectos da cultura do século XIX

Burgueses e proletários, classes médias e camponeses

1. Conhecer e compreender a evolução demográfica e urbana no século XIX
2. Conhecer e compreender o processo de afirmação da burguesia e crescimento das classes médias
3. Conhecer e compreender a evolução do operariado

Modern Foreign Languages (French and Portuguese B)

Objetivos para Língua Estrangeira (níveis A1,A2 e B1)

- A1

Compreensão do oral

O aluno é capaz de:

- reconhecer palavras e expressões simples de uso corrente relativas a si próprio, à sua família e aos contextos em que está inserido, quando lhe falam de forma clara e pausada,
- compreender expressões e vocabulário de uso mais frequente relacionado com os espaços escolares, a sala de aula e as rotinas da escola (horários, disciplinas do currículo...),
- compreender perguntas e instruções simples e curtas dadas pausadamente.

Produção oral

O aluno é capaz de:

- utilizar, ainda que com limitações, expressões e frases simples para falar da família, de outras pessoas, das condições de vida, do percurso escolar e de experiências recentes,
- se apresentar e de apresentar outras pessoas,
- fazer a descrição de si próprio e de descrever pessoas,
- descrever objectos, indicando a forma, a dimensão, a cor...
- descrever imagens fixas relativas a situações da vida quotidiana;
- fazer relatos breves respeitando a sequência linear de factos ocorridos;
- falar dos seus gostos e exprimir a sua opinião sobre temas de interesse pessoal;
- responder a perguntas trocando ideias e informações sobre temas e situações previsíveis da vida quotidiana;
- usar padrões frásicos básicos com expressões memorizadas, grupos de poucas palavras, expressões e fórmulas coloquiais de modo a comunicar informação limitada em situações simples do dia-a-dia
- usar correctamente algumas estruturas simples, ainda que cometendo alguns erros básicos se fazer compreender, produzindo enunciados muito curtos, mesmo com pausas, falsas partidas e reformulações muito evidentes;
- responder a perguntas e reagir a asserções simples;
- usar paráfrases para suprir a falta de conhecimento de certos lexemas.

Interacção Oral

O aluno é capaz de:

- comunicar em situações simples, de rotina do dia-a-dia, sobre assuntos e actividades habituais que
- exijam apenas uma troca de informação simples e directa;
- perguntar e responder a perguntas simples formuladas numa linguagem clara directa e não idiomática sobre si próprio e sobre assuntos muito familiares;
- participar em breves trocas de palavras, apesar de não compreender o suficiente para manter a conversa.

Leitura

O aluno é capaz de:

- identificar elementos icónicos, textuais, paratextuais (títulos, disposição do texto, parágrafos);
- identificar palavras-chave e inferir o seu significado;
- extrair uma informação previsível e concreta em textos simples com vocabulário de uso corrente;
- extrair uma informação previsível e concreta em textos muito simples com vocabulário relativo às matérias e actividades escolares;
- atribuir significados a palavras e expressões a partir do contexto.

Produção escrita

O aluno é capaz de:

- escrever um postal (ou e-mail) simples e curto;
- pedir ou transmitir, por escrito, informações pessoais pormenorizadas
- realizar por escrito tarefas muito simples do âmbito escolar a partir de instruções formuladas em
- linguagem muito simples e ditadas pausadamente

- A2

Compreensão do oral

O aluno é capaz de:

- compreender os pontos essenciais de uma sequência falada que incida sobre assuntos correntes do

quotidiano, da escola, dos tempos livres, etc.

-compreender os pontos principais de textos orais sobre temas actuais ou assuntos de interesse pessoal, quando o débito da fala é relativamente lento e claro.

-compreender os pontos essenciais de uma sequência falada que incida sobre assuntos relativos às matérias escolares, ainda que possa pedir para que se repitam os pontos importantes, se necessário.

Produção oral

O aluno é capaz de:

-articular expressões de forma simples para narrar experiências vivenciadas e acontecimentos correntes.

-articular expressões de forma simples para falar de projectos, planos, desejos e ambições

-explicar ou justificar gostos e opiniões pessoais

-usar com relativa correcção um repertório de rotinas e fórmulas frequentes associadas a situações previsíveis do quotidiano

-prosseguir um discurso livre de forma inteligível, mesmo com pausas para planeamento gramatical e lexical e com reajustamentos muito evidentes

Interacção oral

O aluno é capaz de:

-participar com razoável fluência numa conversa sobre temas relacionados com as suas áreas de interesse

-reagir a declarações simples e de responder a questões colocadas de forma directa e clara durante uma entrevista

-entrar, com preparação prévia, numa conversa sobre assuntos conhecidos, de interesse pessoal ou pertinentes para o dia-a-dia (por exemplo, família, passatempos, trabalho, viagens e assuntos da actualidade).

-iniciar, manter e acabar conversas simples sobre tópicos de interesse familiar ou pessoal

Leitura

O aluno é capaz de:

-compreender textos em que predomine uma linguagem corrente do dia-a-dia ou relacionada com o trabalho

- compreender descrições de objectos, pessoas e lugares
- captar o essencial de textos que tratem de sentimentos, desejos e emoções
- compreender narrações captando a sequencialização temporal dos acontecimentos

Produção escrita

O aluno é capaz de:

- escrever um texto articulado de forma simples sobre assuntos conhecidos ou de interesse pessoal
- escrever cartas pessoais para descrever experiências e impressões
- contar uma história, relatar o enredo de um livro ou de um filme e descrever as suas reacções
- escrever com facilidade um pequeno texto ditado pausadamente com vocabulário de uso corrente, relativo aos seus centros de interesse
- escrever sem erros um texto ditado pelo professor com léxico que lhe é familiar relativo às matérias e às principais actividades escolares
- escrever notas e mensagens simples relacionadas com questões de necessidade imediata.
- realizar por escrito tarefas muito simples do âmbito escolar a partir de instruções formuladas em linguagem muito simples.

- B1

Compreensão do oral

O aluno é capaz de:

- compreender pontos essenciais de sequências ouvidas (por outro falante, por meio de comunicação social, etc.) e lidas, quando se trata de sequências com linguagem padrão simples e vocabulário acessível, em contexto de escola, tempos livres, etc.
- compreender os pontos essenciais de uma sequência falada que incida sobre assuntos correntes do dia-a-dia, de interesse pessoal, etc. (quando o débito da fala é lento e a linguagem clara e bem articulada, e na língua padrão), embora necessitando ainda que o interlocutor repita, por vezes, algumas palavras.
- compreender os pontos essenciais de uma conversa sobre assuntos de interesse pessoal, em situações do quotidiano.
- compreender a maior parte daquilo que o professor diz sobre assuntos relacionados com as vivências dos alunos ou a propósito de pequenos textos estudados, de imagens observadas, etc.
- apreender o essencial de sequências curtas, ouvidas e lidas, nos meios de comunicação social, na

língua padrão, quando os temas são familiares ou de interesse pessoal.

Leitura

O aluno é capaz de:

- compreender os pontos essenciais de um enunciado escrito sobre assuntos de interesse pessoal.
- compreender descrições de acontecimentos, relatos de situações quotidianas, sentimentos e desejos, em variados documentos, tais como diário, memórias, autobiografia, carta (informal).
- descrever imagens, cartazes publicitários, quando se trata de fazer uma descrição simples dos elementos que os compõem.
- compreender textos em que predomine a língua corrente do dia-a-dia ou a língua padrão veiculada na imprensa escrita, como, por exemplo, em notícias curtas e simples.
- captar o essencial de textos que tratem de assuntos correntes do quotidiano, de artigos de apreciação crítica sobre exposições, espectáculos, etc.
- compreender mensagens simples, contendo vocabulário técnico e específico, próprio das disciplinas do currículo escolar que acompanha.
- apreender o sentido de um texto literário, curto e de vocabulário acessível, em contexto de aula.
- compreender o texto literário (conto, poesia, texto de teatro), quando este apresenta vocabulário de uso corrente, assim como outros textos de transmissão oral: conto popular, lenga-lengas, trava-línguas, adivinhas.

Produção oral

O aluno é capaz de:

- produzir um discurso oral, em contexto de sala de aula, escola, locais de lazer, etc., sobre assuntos do dia-a-dia, embora com menos fluência do que na produção escrita.
- justificar, oralmente, as razões de uma escolha, de uma atitude, embora ainda de uma forma muito simples e elementar.
- descrever experiências, situações conhecidas ou de interesse pessoal.
- descrever imagens, cartazes publicitários, relatar episódios, comentar filmes, documentários, etc.
- elaborar um resumo daquilo que viu, ouviu ou leu, tal como um programa televisivo ou um texto gravado.
- relatar um episódio do dia-a-dia, de forma clara.
- produzir enunciados orais sobre os textos escolares estudados, ainda que com algumas pausas e hesitações.

Interacção oral

O aluno é capaz de:

- interagir oralmente em conversas quotidianas que podem ocorrer na escola ou noutras instituições públicas, lojas de comércio, supermercados, aeroportos, viagens pelo país, etc.
- interagir em situações correntes que surjam numa viagem, em tempo de lazer, na escola, etc., ainda que apresente um discurso segmentado, revelador de alguma falta de vocabulário.
- iniciar, manter e terminar uma conversa sobre assuntos de interesse pessoal.
- participar em debates e expressar ideias, opiniões, ainda que com pouca fluência e desembaraço.
- realizar uma pequena entrevista, com um guião previamente elaborado com a ajuda de terceiros.
- participar em troca de opiniões, defendendo o seu ponto de vista.
- dialogar no âmbito das disciplinas escolares, sobretudo naquelas em que revela mais aptidões.

Escrita

O aluno é capaz de:

- produzir pequenos textos escritos, a propósito de sequências ouvidas, lidas, ou a partir de imagens, em contextos variados, tais como sala de aula, rua, etc.
- escrever sobre assuntos do quotidiano, experiências vividas ou assuntos de interesse pessoal, tais como diário, memórias, autobiografias, carta (informal).
- escrever pequenos textos estruturados, a partir de um tópico especificado, e redigir respostas sobre os textos escolares estudados.
- justificar, por escrito, as razões de uma escolha, de uma atitude, embora ainda de uma forma muito simples e elementar.
- distinguir o essencial do acessório e de redigir um resumo de um texto, com vocabulário simples, assim como outros textos que obedecem a técnicas e modelos de escrita, tais como o relatório.
- relatar o enredo de um filme, uma situação presenciada, vivida ou inventada, e reproduzir uma sequência narrativa
- tomar notas, no âmbito do estudo de outras disciplinas curriculares.

Humanities

The aims of the teaching and learning of humanities are to encourage and enable the student to:

- appreciate the range of human and environmental commonalities and diversities
- understand the interactions and interdependence of individuals, societies and environments in different contexts
- understand how both environmental and human systems operate and evolve over time
- identify and develop a concern for human and environmental well-being
- act upon opportunities to be a responsible global citizen
- develop effective inquiry skills to achieve conceptual understanding in humanities.

Humanities Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Thinking critically	Maximum 8
Criterion D	Communicating	Maximum 8

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0.

The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.

Humanities grade boundaries

Grade	Marks
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32

Form 6 Assessment Criteria

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- show knowledge and understanding of subject-specific content and concepts, appropriate to the age level, 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: <ul style="list-style-type: none">• recognizes some humanities vocabulary• shows basic knowledge and understanding of facts and ideas through some descriptions and/or examples.
3-4	The student: <ul style="list-style-type: none">• uses some humanities vocabulary• shows knowledge and understanding of facts and ideas through simple descriptions, explanations and examples.
5-6	The student: <ul style="list-style-type: none">• uses relevant humanities vocabulary often accurately• shows good knowledge and understanding of facts and ideas through descriptions, explanations and examples.
7-8	The student: <ul style="list-style-type: none">• uses relevant humanities terminology accurately• shows detailed knowledge and understanding of facts and ideas through descriptions, explanations and examples.

Command terms and definitions

Recognize Identify through patterns or features.

Use Apply knowledge or rules to put theory into practice.

Criterion B: Investigating

Maximum: 8

Students should be able to:

- choose questions to research
- follow a simple action plan to investigate a research question
- use methods accurately to collect and record information consistent with the research question
- answer the research question.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ul style="list-style-type: none">• chooses a question to research• makes a limited attempt to follow a simple plan to answer a research question• makes a limited attempt to collect and record information• makes a limited attempt to answer the research question.
3–4	The student: <ul style="list-style-type: none">• chooses a question to research• partially follows a simple plan to answer a research question• uses a method or methods to collect and record some information in line with the question• partially answers the question.
5–6	The student: <ul style="list-style-type: none">• chooses a question to research• satisfactorily follows a simple plan to answer a research question• uses methods to collect and record appropriate information in line with the research question• satisfactorily answers the question.
7–8	The student: <ul style="list-style-type: none">• chooses a question to research• follows a simple plan completely to answer a research question• uses methods accurately to collect and record appropriate information in line with the research question• completely answers the question.

Command term and definition

Use

Apply knowledge or rules to put theory into practice.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

- identify ideas, events, issues or arguments
- analyse a range of sources in terms of origin and purpose
- identify different views and their implications
- make connections between information to give an opinion.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none">• makes a limited attempt to identify the main points of ideas, events, issues or arguments• identifies the origin and purpose of some sources• identifies some different views• makes connections between information to give limited opinions.
3-4	The student: <ul style="list-style-type: none">• identifies some main points of ideas, events, issues or arguments• identifies the origin and purpose of sources• identifies some different views and suggests some implications of these• makes connections between information to give simple opinions.
5-6	The student: <ul style="list-style-type: none">• identifies the main points of ideas, events, issues or arguments• recognizes the origin and purpose of sources• identifies different views and their implications• makes connections between information to give opinions.
7-8	The student: <ul style="list-style-type: none">• identifies in detail the main points of ideas, events, issues or arguments• analyses a range of sources in terms of origin and purpose• clearly identifies different views and their implications• makes connections between information to give a relevant opinion.

Command terms and definitions

Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Recognize	Identify through patterns or features.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- organize information and ideas in a way that is appropriate to the specified format
- create a list of sources of information 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	<p>The student:</p> <ul style="list-style-type: none"> • tries in a limited way to communicate information in a way that is clear to others • tries in a limited way to organize information and ideas according to the task instructions • makes a limited attempt to list sources of information following the task instructions
3-4	<p>The student:</p> <ul style="list-style-type: none"> • communicates information and ideas in a way that is sometimes clear to others • organizes information sometimes in the order needed for the task • includes a list of sources of information that sometimes follows the task instructions.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • communicates information and ideas in a way that is often clear to others • organizes information often in the order needed for the task • creates a list of the sources of information that often follows the task instructions.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • communicates information and ideas in a way that is clear to others • organizes information completely in the order needed for the task • creates a list of sources of information that follows the task instructions.

Form 7 & 8 Assessment Criteria

Criterion A: Knowing and understanding

Maximum: 8

Students should be able to:

- use humanities terminology in context
- demonstrate knowledge and understanding of subject-specific content and concepts, appropriate to the age level, 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: <ul style="list-style-type: none">• makes a limited attempt to use some relevant terminology• demonstrates basic knowledge and understanding of content and concepts through some descriptions and/or examples.
3-4	The student: <ul style="list-style-type: none">• uses some humanities terminology appropriately• demonstrates knowledge and understanding of content and concepts through simple descriptions, explanations and examples.
5-6	The student: <ul style="list-style-type: none">• uses relevant humanities terminology accurately• demonstrates good knowledge and understanding of content and concepts through descriptions, explanations and examples.
7-8	The student: <ul style="list-style-type: none">• uses a range of humanities terminology accurately and appropriately• demonstrates detailed knowledge and understanding of content and concepts through thorough descriptions, explanations and examples.

Command terms and definitions

Use Apply knowledge or rules to put theory into practice.

Demonstrate Prove or make clear by reasoning or evidence, illustrating with examples or practical application.

Criterion B: Investigating

Maximum: 8

Students should be able to:

- formulate a clear and focused research question
- follow an action plan to investigate a research question
- use methods accurately to collect and record information consistent with the research question
- effectively address the research question.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> • formulates a very general research question • makes a limited attempt to follow an action plan to investigate a question • collects and records limited information, not always in line with the research question • makes a limited attempt to address the research question.
3-4	The student: <ul style="list-style-type: none"> • formulates an adequate research question • partially follows an action plan to investigate a research question • uses a method or methods to collect and record some information in line with the research question • partially addresses the research question.
5-6	The student: <ul style="list-style-type: none"> • formulates a clear research question • satisfactorily follows an action plan to investigate a research question • uses methods to collect and record appropriate information in line with the research question • satisfactorily addresses the research question.
7-8	The student: <ul style="list-style-type: none"> • formulates a clear and focused research question • follows an action plan effectively to investigate a research question • uses methods accurately to collect and record appropriate and varied information in line with the research question • effectively addresses the research question.

Criterion C: Thinking critically

Maximum: 8

Students should be able to:

- analyse concepts, events, issues, models and/or arguments
- analyse and evaluate a range of sources in terms of origin and purpose, recognizing values and limitations
- recognize different perspectives and their implications
- make connections between information to make valid, well-supported arguments.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	<p>The student:</p> <ul style="list-style-type: none"> • makes a limited attempt to analyse concepts, events, issues, models or arguments • recognizes the origin and purpose of some sources, as well as some values and limitations of sources • identifies different perspectives • makes connections between information in a limited attempt to make simple arguments.
3-4	<p>The student:</p> <ul style="list-style-type: none"> • completes a simple analysis of concepts, events, issues, models or arguments • describes sources in terms of origin and purpose, recognizing values and limitations • identifies different perspectives and suggests some of their implications • makes connections between information to make simple arguments.
5-6	<p>The student:</p> <ul style="list-style-type: none"> • completes a satisfactory analysis of concepts, events, issues, models or arguments • satisfactorily demonstrates an ability to analyse and evaluate sources in terms of origin and purpose, recognizing values and limitations • recognizes different perspectives and their implications • makes connections between information in order to make valid arguments.
7-8	<p>The student:</p> <ul style="list-style-type: none"> • completes a detailed analysis of concepts, events, issues, models or arguments • effectively analyses and evaluates a range of sources in terms of origin and purpose, recognizing values and limitations • clearly recognizes a range of different perspectives and their implications • makes connections between information to make valid and well-supported arguments.

Command terms and definitions

Analyse	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account or picture of a situation, event, pattern or process.
Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
Recognize	Identify through patterns or features.

Criterion D: Communicating

Maximum: 8

Students should be able to:

- communicate information and ideas using an appropriate style for the audience and purpose
- structure information and ideas in a way that is appropriate to the specified format
- create a list of sources of information according to 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: <ul style="list-style-type: none">• tries in a limited way to communicate information and ideas in a style that is appropriate to the audience and purpose• tries in a limited way to structure information according to the task instructions• tries in a limited way to create a list of sources of information.
3-4	The student: <ul style="list-style-type: none">• communicates information and ideas in a style that is sometimes appropriate to the audience and purpose• structures information sometimes according to the task instructions• creates a list of sources of information sometimes according to the task instructions.
5-6	The student: <ul style="list-style-type: none">• communicates information and ideas in a style that is often appropriate to the audience and purpose• structures information often according to the task instructions• creates a list of sources of information often according to the task instructions.
7-8	The student: <ul style="list-style-type: none">• communicates information and ideas in a style that is completely appropriate to the audience and purpose• structures information and ideas completely according to the task instructions• creates a list of sources of information according to the task instructions.

Arts

The aims of arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-)discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

Arts Modified Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Thinking critically	Maximum 8
Criterion D	Communicating	Maximum 8

Arts grade boundaries

Grade	Marks
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32

Form 6 assessment criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of Form 6 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: <ol style="list-style-type: none">i. demonstrates limited awareness of the art form studied, including limited use of appropriate languageii. demonstrates limited awareness of the relationship between the art form and its contextiii. demonstrates limited awareness of the links between the knowledge acquired and artwork created.
3-4	The student: <ol style="list-style-type: none">i. demonstrates adequate awareness of the art form studied, including adequate use of appropriate languageii. demonstrates adequate awareness of the relationship between the art form and its contextiii. demonstrates adequate awareness of the links between the knowledge acquired and artwork created.
5-6	The student: <ol style="list-style-type: none">i. demonstrates substantial awareness of the art form studied, including substantial use of appropriate languageii. demonstrates substantial awareness of the relationship between the art form and its contextiii. demonstrates substantial awareness of the links between the knowledge acquired and artwork created.
7-8	The student: <ol style="list-style-type: none">i. demonstrates excellent awareness of the art form studied, including excellent use of appropriate languageii. demonstrates excellent awareness of the relationship between the art form and its contextiii. demonstrates excellent awareness of the links between the knowledge acquired and artwork created.

Criterion B: Developing skills

Maximum: 8

At the end of Form 6, 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Criterion C: Thinking creatively

Maximum: 8

At the end of Form 6, 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: <ul style="list-style-type: none">i. identifies a limited artistic intentionii. identifies limited alternatives and perspectivesiii. demonstrates limited exploration of ideas.
3-4	The student: <ul style="list-style-type: none">i. identifies an adequate artistic intentionii. identifies adequate alternatives and perspectivesiii. demonstrates adequate exploration of ideas.
5-6	The student: <ul style="list-style-type: none">i. identifies a substantial artistic intentionii. identifies substantial alternatives and perspectivesiii. demonstrates substantial exploration of ideas.
7-8	The student: <ul style="list-style-type: none">i. identifies an excellent artistic intentionii. identifies excellent alternatives and perspectivesiii. demonstrates excellent exploration of ideas.

Criterion D: Responding

Maximum: 8

At the end of Form 6, 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Form 7&8 Assessment Criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of Form 8, students should be able to:

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork.

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. demonstrates limited knowledge of the art form studied, including concepts, processes, and limited use of appropriate language ii. demonstrates limited knowledge of the role of the art form in original or displaced contexts iii. demonstrates limited use of acquired knowledge to inform his or her artwork.
3-4	The student: <ol style="list-style-type: none"> i. demonstrates adequate knowledge of the art form studied, including concepts, processes, and adequate use of appropriate language ii. demonstrates adequate knowledge of the role of the art form in original or displaced contexts iii. demonstrates adequate use of acquired knowledge to inform his or her artwork.
5-6	The student: <ol style="list-style-type: none"> i. demonstrates substantial knowledge of the art form studied, including concepts, processes, and substantial use of appropriate language ii. demonstrates substantial knowledge of the role of the art form in original or displaced contexts iii. demonstrates substantial use of acquired knowledge to inform his or her artwork.
7-8	The student: <ol style="list-style-type: none"> i. demonstrates excellent knowledge of the art form studied, including concepts, processes, and excellent use of appropriate language ii. demonstrates excellent knowledge of the role of the art form in original or displaced contexts iii. demonstrates excellent use of acquired knowledge to inform his or her artwork.

Criterion B: Developing skills

Maximum: 8

At the end of Form 8, 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

Criterion C: Thinking creatively

Maximum: 8

At the end of Form 8, students should be able to:

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. presents a limited outline of an artistic intention, which may lack clarity or feasibility ii. presents a limited outline of alternatives, perspectives, and imaginative solutions iii. demonstrates limited exploration of ideas through the developmental process, which may lack a point of realization.
3-4	The student: <ul style="list-style-type: none"> i. presents an adequate outline of a clear and/or feasible artistic intention ii. presents an adequate outline of alternatives, perspectives, and imaginative solutions iii. demonstrates adequate exploration of ideas through the developmental process to a point of realization.
5-6	The student: <ul style="list-style-type: none"> i. presents a substantial outline of a clear and feasible artistic intention ii. presents a substantial outline of alternatives, perspectives, and imaginative solutions iii. demonstrates substantial exploration of ideas through the developmental process to a point of realization.
7-8	The student: <ul style="list-style-type: none"> i. presents an excellent outline of a clear and feasible artistic intention ii. presents an excellent outline of alternatives, perspectives, and imaginative solutions iii. demonstrates excellent exploration of ideas through the developmental process to a point of realization.

Criterion D: Responding

Maximum: 8

At the end of Form 8, students should be able to:

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ul style="list-style-type: none"> i. presents a limited outline of connections and may transfer learning to new settings ii. creates a limited artistic response that is possibly inspired by the world around him or her iii. presents a limited evaluation of the artwork of self and others.
3-4	The student: <ul style="list-style-type: none"> i. presents an adequate outline of connections and occasionally transfers learning to new settings ii. creates an adequate artistic response that is inspired by the world around him or her to some degree iii. presents an adequate evaluation of the artwork of self and others.
5-6	The student: <ul style="list-style-type: none"> i. presents a substantial outline of connections and regularly transfers learning to new settings ii. creates a substantial artistic response that is considerably inspired by the world around him or her iii. presents a substantial evaluation of the artwork of self and others.
7-8	The student: <ul style="list-style-type: none"> i. presents an excellent outline of connections with depth and insight, and effectively transfers learning to new settings ii. creates an excellent artistic response that is effectively inspired by the world around him or her iii. presents an excellent evaluation of the artwork of self and others.

Physical Education

The aims of physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Assessment Criteria

Criterion A	Knowing and understanding	Maximum 8
Criterion B	Investigating	Maximum 8
Criterion C	Thinking critically	Maximum 8
Criterion D	Communicating	Maximum 8

PE grade boundaries

Grade	Marks
1	0-3
2	4-7
3	8-12
4	13-17
5	18-22
6	23-27
7	28-32

Form 6 assessment criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of Form 6, 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

Criterion B: Planning for performance

Maximum: 8

At the end of Form 6, students should be able to:

- i. construct and outline a plan for improving health and/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 a plan for improving health and/or physical activity ii. states the effectiveness of a plan.
3-4	The student: i. outlines a basic plan for improving health and/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 and/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 and/or physical activity ii. describes the effectiveness of a plan based on the outcome .

Notes for criterion B

Criterion B can be assessed through units that require students to inquire and plan. Examples include: composition of aesthetic movement routines (such as gymnastics, dance, sport aerobics, martial arts), fitness training programmes, coaching programmes, game creation and laboratory investigations (such as fitness, skill acquisition, energy systems).

Planning for the execution of individual skills is not appropriate for assessment against this criterion. For example, criterion B is not used to assess a student's plan of how to execute a skill such as tackling in rugby. However, it is appropriate to assess a plan for improving defensive performance in rugby by developing a range of skills, strategies and techniques. In this situation, the student may plan to improve the following areas: strength, speed, cardiovascular fitness, tackling technique, formation, etc in order to improve the overall performance.

In order to meet the requirements of criterion B, the student's plan must be carried out in order for its effectiveness to be evaluated.

Criterion B requires an objective description of the effectiveness of the plan.

Criterion C: Applying and performing

Maximum: 8

At the end of Form 6, 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 .

Notes for criterion C

Criterion C must be assessed in **performance/playing situations**.
 A student's ability to recall and apply **skills and techniques** could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.
 A student's ability to recall and apply **strategies and movement concepts** could include: the use of space, force and flow of movement and adaptation to various situations.
 A student's ability to recall and apply **information** to perform effectively could include: reading the situation, processing information, responding to feedback and making appropriate decisions. Depending on the nature of the activity, these sorts of characteristics should be considered.
 Criterion C is not appropriate for assessing replication of movement routines and umpiring/ refereeing.

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of Form 6, 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.

Form 7&8 assessment criteria

Criterion A: Knowing and understanding

Maximum: 8

At the end of Form 8, students should be able to:

- i. describe physical and health education factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively 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 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 .
3-4	The student: i. states physical and health education factual, procedural and conceptual knowledge ii. identifies physical and health education knowledge to describe issues and to solve problems set in familiar situations iii. applies physical and health terminology to communicate understanding.
5-6	The student: i. outlines physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to describe issues and to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations iii. applies physical and health terminology consistently to communicate understanding.
7-8	The student: i. describes physical and health education factual, procedural and conceptual knowledge ii. applies physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations iii. applies physical and health terminology

Criterion B: Planning for performance

Maximum: 8

At the end of Form 8, students should be able to:

- i. design and explain a plan for improving physical performance and/or health
- ii. explain 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. outlines a plan for improving physical performance and/or health ii. states the effectiveness of a plan based on the outcome.
3-4	The student: i. constructs and outlines a plan for improving physical performance and/or health ii. outlines the effectiveness of a plan based on the outcome.
5-6	The student: i. constructs and explains a plan for improving physical performance and/or health ii. describes the effectiveness of a plan based on the outcome.
7-8	The student: i. designs and explains a plan for improving physical performance and/or health ii. explains the effectiveness of a plan based on the outcome.

Criterion C: Applying and performing

Maximum: 8

At the end of Form 8, students should be able to:

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline 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 and applies skills and techniques with limited success ii. recalls and applies strategies and movement concepts with limited success iii. recalls and applies information to perform.
3-4	The student: i. demonstrates and applies skills and techniques with limited success ii. demonstrates and applies strategies and movement concepts with limited success iii. identifies and applies information to perform.
5-6	The student: i. demonstrates and applies skills and techniques ii. demonstrates and applies strategies and movement concepts iii. identifies and applies information to perform effectively .
7-8	The student: i. demonstrates and applies a range of skills and techniques ii. demonstrates and applies a range of strategies and movement concepts iii. outlines and applies information to perform effectively .

Criterion D: Reflecting and improving performance

Maximum: 8

At the end of Form 8, students should be able to:

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. outline goals and apply strategies to enhance performance
- iii. explain and evaluate 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. identifies strategies that enhance interpersonal skills ii. lists goals to enhance performance iii. summarizes performance.
3-4	The student: i. identifies and demonstrates strategies that enhance interpersonal skills ii. identifies goals to enhance performance iii. outlines and summarizes performance.
5-6	The student: i. outlines and demonstrates strategies that enhance interpersonal skills ii. identifies goals and applies strategies to enhance performance iii. outlines and evaluates performance.
7-8	The student: i. describes and demonstrates strategies that enhance interpersonal skills ii. outlines goals and applies strategies to enhance performance iii. explains and evaluates performance.

Computing

The new Computing curriculum equips students to use computational thinking and creativity while developing deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems.

The three main strands within computing are computer science (CS), information technology (IT) and digital literacy (DL).

The core of computing is computer science, in which students are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world. The curriculum for computing aims to ensure that all students:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.

Computing Assessment Criteria

The three main strands within Computing are Computer Science, Information Technology and Digital Literacy. Through these strands there are clear objectives that become more challenging with each year. This ensures progression.

Assessment Objectives

A01 Recall, select and communicate knowledge and understanding of Computing.

A02 Apply knowledge, understanding and skills to produce IT-based solutions.

A03 Analyse, evaluate, make reasoned judgements and present conclusions.