

Interim Objectives ART

A: Knowledge and Understanding

The focus is on building knowledge and understanding of both the art form and artistic processes. It should inform the student's practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on his or her own art-making and expression of personal interpretations in objective B.

Year 1	Year 2	Year 3	Year 4	Year 5
demonstrate an awareness of the art form studied in relation to some of the contexts that influence their current work	Demonstrate knowledge and an awareness of understanding of the art form studied in relation to several of the contexts that influence their work.	Demonstrate knowledge and understanding of the art form studied in relation to some aspects of societal, cultural, historical or personal contexts	demonstrate knowledge and understanding of the art form studied in relation to multiple aspects of societal, cultural, historical or personal contexts	demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
use some basic language, and have a simple understanding of some of the concepts and processes that support their current work	demonstrate basic knowledge and simple understanding of some elements of the art form studied, including some specialized language, concepts and processes	demonstrate knowledge and understanding of some elements of the art form studied, including some specialized language, concepts and processes	demonstrate knowledge and understanding of multiple elements of the art form studied, including some specialized language, concepts and processes	demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
express an opinion of the art form studied in the context of their own work.	Attempt to demonstrate an informed opinion of the art form studied in the context of their own work.	Demonstrate an informed opinion of the art form studied in the context of their own artwork.	Attempt to communicate a critical understanding of the art form studied in the context of their own artwork.	Communicate a critical understanding of the art form studied in the context of their own artwork.

B: Application

Focus on the practical application of the student's skills to the creation of artwork. This should be strongly informed by knowledge and understanding developed in relation to objective A. The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization. These processes should allow the student to develop and experience with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using the student's knowledge, understanding and skills and may evolve during the course of the student's work.

Year 1	Year 2	Year 3	Year 4	Year 5
use ideas and artistic conventions to create, perform and/or present art	use an idea, theme or personal interpretation to create, perform and/or present art	articulate an idea, theme or personal interpretation to a point of realization	attempt to develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions	develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
learn skills and develop the techniques and processes needed to create, perform and/or present art, with the teacher's guidance.	Develop skills and apply the techniques and processes needed to create, perform and/or present art, with guidance.	Develop skills and apply the techniques and processes involved in creating, performing and/or presenting art	further develop skills and apply the techniques and processes to create, perform and/or present art	apply skills, techniques and processes to create, perform and/or present art

C: Reflection and evaluation

The focus is on the way that a student gradually comes to feel and think like an artist. Ongoing reflection should be more than just a record of what was done. Reflecting critically requires the student to question and justify the choices that he or she has made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development. The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent. **Objective C is concerned solely with the student's reflections and evaluations in relation to his or her own work.** Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently.

Year 1	Year 2	Year 3	Year 4	Year 5
describe the progress they have made so far and identify areas that have been particularly easy or challenging	describe the process they have made so far and identify strategies for areas that have been particularly challenging	give an informed description of the progress they have made so far and identify strategies to develop and improve their artistic processes	with guidance, reflect on own artistic development and processes at different stages of their work	reflect critically on their own artistic development and processes at different stages of their work
identify strengths and weaknesses in their work	identify strengths and weaknesses in their work	evaluate their work	evaluate their work	evaluate their work
receive feedback constructively	consider feedback constructively to identify strategies to develop and improve	consider feedback constructively to identify strategies to develop and improve	consider feedback to inform their own artistic development and processes	use feedback to inform their own artistic development and processes

D: Personal Engagement

The focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him/her to initiate, to explore, to negotiate with others and to take informed risks during his/her artistic experience. The student should develop his/her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

Year 1	Year 2	Year 3	Year 4	Year 5
show commitment in using artistic processes	show commitment in using artistic process and begin to develop their own	show commitment in developing their own artistic processes	show commitment in developing their own artistic processes	show commitment in using their own artistic processes
demonstrate curiosity, self motivation, initiative and a willingness to take informed risks	demonstrate curiosity, self motivation, initiative and a willingness to take informed risks	demonstrate curiosity, self motivation, initiative and a willingness to take informed risks	demonstrate curiosity, self motivation, initiative and a willingness to take informed risks	demonstrate curiosity, self motivation, initiative and a willingness to take informed risks
support, encourage and work with their peers in a positive way	support, encourage and work with their peers in a positive way	support, encourage and work with their peers in a positive way	support, encourage and work with their peers in a positive way	support, encourage and work with their peers in a positive way

Interim Objectives Humanities

A: Knowledge

Knowledge is fundamental to studying humanities, and forms the base from which to explore concepts and develop skills.

Year 1	Year 2	Year 3	Year 4	Year 5
know and use basic humanities terminology in context	know and use more complex humanities terminology in context	know and use more complex humanities terminology in context	know and use complex humanities terminology in context	know and use humanities terminology in context
demonstrate subject content knowledge and understanding through the use of basic descriptions and explanations, supported by a limited number of relevant facts and/or examples.	Demonstrate subject content knowledge and understanding through the use of more complex descriptions and explanations, supported by an increased number of relevant facts and/or examples	demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples.	Demonstrate subject content knowledge and understanding through the use of visual and written descriptions	demonstrate subject content knowledge and understanding through the use of descriptions and explanations, supported by relevant facts and examples, and may show other ways of knowing.

B: Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Time: Students should understand the concept of —time— not simply as the measurement of years or time periods, but as a continuum of significant events of the past. Students can achieve this through the study of people, issues, events, systems, cultures, societies and environments through time.

Year 1	Year 2	Year 3	Year 4	Year 5
recognize their role as individuals in a context of time and/or place	understand role as individual and recognize role as part of group	understand their role as part of a group in a context of time and place	communicate their role as part of a group in a context of time and place	establish a personal sense of identity in a context of time and place
know that time can be measured and perceived in different ways	demonstrate basic understanding of different perceptions of time	demonstrate some understanding of different perceptions of time	demonstrate multiple ways of understanding different perceptions of time	understand different perceptions of time
describe aspects of people in past societies	describe and explain some aspects people in society	show an understanding of some aspects of people in past societies	show a more complex understanding of people in past societies	show an understanding of people in past societies
demonstrate an awareness of links between people, places and/or events through time	demonstrate and connect people, places, and events through time	demonstrate basic awareness of chronology that links people, places and events through time	demonstrate some awareness of chronology that links people, places and events through time	demonstrate a full awareness of chronology that links people, places and events through time
recognize the similarities and differences that exist between people, places and events through time.	Categorize the similarities and differences	recognize and describe the similarities and differences that exist between people, places and events through time.	Recognize and explain similarities and differences.	Justify and explain the similarities and differences that exist between people, places and events through time.

B: Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Place and space: The concept of —place and space refers to a student’s awareness of how place/space is categorized, and the significance of place/space in humanities disciplines.

Year 1	Year 2	Year 3	Year 4	Year 5
recognize and describe basic patterns and relationships in space, including natural and human environments	recognize and describe patterns and relationships in space, including natural and human environments	recognize and describe patterns and relationships in space, including natural and human environments	recognize and classify patterns and relationships in space, including natural and human environments	analyze patterns and relationships in space, including natural and human environments
recognize and describe basic similarities and differences between places	recognize and describe similarities and differences between places	recognize and explain some similarities and differences between places	recognize and explain similarities and differences between places	distinguish similarities and differences between places
identify basic constraints and opportunities afforded by location	identify constraints and opportunities afforded by location	identify and describe constraints and opportunities afforded by location	understand constraints and opportunities afforded by location	interpret constraints and opportunities afforded by location
identify basic issues related to place/space on a local, national and global scale.	Identify issues related to place/space on a local, national, and global scale	identify and describe issues related to place/space on a local, national and global scale	understand issues related to place/space on a local, national and global scale	appraise issues related to place/space on a local, national and global scale.

B: Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Change: Change necessitates an examination of the forces that shape the world. It may be viewed as positive or negative based on people’s perceptions. The concept of —change addresses both the processes and results of change—natural and artificial, intentional and unintentional.

Year 1	Year 2	Year 3	Year 4	Year 5
identify basic short-term and long-term causes of change	identify short-term and long-term causes of change	identify and provide some explanations for short-term and long-term causes of change	understand and explain short-term and long-term causes of change	examine and explain short-term and long-term causes of change
identify basic links between causes, processes and consequences	identify links between causes, processes and consequences	identify and provide some explanations for links between causes, processes and consequences	establish links between causes, processes and consequences	evaluate and explain links between causes, processes and consequences
recognize and describe basic examples that illustrate continuity and change	recognize and describe examples that illustrate continuity and change	recognize and provide examples that illustrate continuity and change	recognize and explain continuity and change	connect and explain continuity and change
state what change is and that rates of change vary	recognize that change is inevitable and that rates of change vary	explain that change is inevitable and that rates of change vary	demonstrate that change is inevitable and that rates of change vary	defend that change is inevitable and that the rate of change is relevant to the context
recognize that people interact with their environment and changes occur	describe how people interact with their environment and changes occur	understand that as people interact with their environment, changes occur	understand that as people interact with their environment, both change	classify how people interact with their environment, both change;

identify how basic interactions can change levels of sustainability.	Identify how interactions can change levels of sustainability	identify and describe how environmental, political, economic and social interactions can change levels of sustainability.	Understand and explain how environmental, political, economic and social interactions can change levels of sustainability.	Distinguish how environmental, political, economic and social interactions can change levels of sustainability.
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Humanities B: Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Systems: The concept of —systems‖ refers to the awareness that everything is connected to a system or systems. Systems provide structure and order to both natural and artificial domains.

Year 1	Year 2	Year 3	Year 4	Year 5
identify, understand and compare how basic systems, models or institutions operate	identify, understand and compare how systems, models or institutions operate	identify, understand, compare how increasingly complex systems, models and institutions operate	understand, identify and compare how systems, models and institutions operate	model and compare how systems, models and institutions operate
understand, identify and make basic comparisons between social structures and controls	understand, identify and make comparisons between social structures and controls	understand, identify and compare social structures and controls	understand, identify, and compare social structures and controls	model and compare social structures and controls
understand, identify and compare the dynamic nature of basic systems	understand, identify and compare the dynamic nature of systems	understand, identify and compare the dynamic nature of systems	understand, identify, and compare the complex and dynamic nature of systems	model and compare the complex and dynamic nature of systems
identify and make basic comparisons between different types of equilibrium within systems	identify and make comparisons between different types of equilibrium within systems	identify, understand and compare different types of equilibrium within increasingly complex systems	understand, identify, and compare different types of equilibrium within systems	model and compare different types of equilibrium within systems
identify and make basic comparisons between systems in local, national and global societies	identify and make comparisons between systems in local, national and global societies	understand, identify and compare increasingly complex systems in local, national and global societies	understand, identify, and compare systems in local, national and global societies	model and compare systems in local, national and global societies
identify and make basic comparisons between rights and responsibilities within systems	identify and make comparisons between rights & responsibilities within systems	understand, identify and compare rights and responsibilities within systems	understand, identify, and compare rights and responsibilities within systems	model and compare rights and responsibilities within systems
identify and make basic comparisons, using examples of cooperation within and between systems.	Identify and make comparisons, using examples of cooperation within and between systems.	Understand, identify and compare cooperation within and between systems	understand, identify, and compare cooperation within and between systems	model and compare cooperation within and between systems.

Humanities B: Concepts

Concepts are powerful ideas that have relevance within and across the disciplines. Students should be able to develop an understanding of the following key humanities concepts over the course at increasing levels of sophistication.

Global awareness: The concept of —global awareness— engages students in a broader global context and encourages understanding of, and respect for, other societies and cultures. It also emphasizes the need to understand one’s own culture in order to understand others’ cultures.

Year 1	Year 2	Year 3	Year 4	Year 5
identify different perceptions of places, societies and environments	describe different perceptions of places, societies and environments	identify and describe different perceptions of places, societies and environments	explain different perceptions of places, societies and environments	compare different perceptions of places, societies and environments
recognize that their own culture and perception can affect their sense of internationalism	recognize that culture and perception can affect a sense of internationalism	demonstrate that culture and perception can affect a sense of internationalism	show an understanding of how culture and perception can affect a sense of internationalism	interpret how culture and perception can affect a sense of internationalism
identify examples of the interdependence of societies	identify and describe examples of the interdependence of societies	explain examples of the interdependence of societies	show an understanding of the interdependence of societies	support an understanding of the interdependence of societies
demonstrate international and intercultural awareness and basic understanding	demonstrate international and intercultural awareness and understanding	explain international and intercultural awareness and some understanding	demonstrate international and intercultural awareness and understanding	analyze international and intercultural awareness and understanding
explore basic issues facing the international community	explore issues facing the international community	categorize issues facing the international community	prioritize issues facing the international community	defend issues facing the international community
recognize basic issues of equality, justice and responsibility	recognize issues of equality, justice and responsibility	recognize issues of equality, justice and responsibility	defend issues of equality, justice and responsibility	justify issues of equality, justice and responsibility
recognize what responsible action entails.	Explain what responsible action entails	know when and how to take responsible action.	Demonstrate when and how to take responsible action.	Critique when and how to take responsible action where relevant.

Humanities C: Skills

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Technical skills

Year 1	Year 2	Year 3	Year 4	Year 5
observe and record basic information from selected sources	observe, select and record selected information from a variety of sources	observe, select and record relevant information from a variety of sources	observe, select and record relevant information from a wide range of sources	analyze relevant information from a wide range of sources
use different media and technologies to research, select, interpret and communicate simple data	use different media and technologies to research, select, interpret and communicate data	use different media and technologies to research, select, interpret and communicate data	use a variety of media and technologies to research, select, and communicate data	use a variety of media and technologies to research, select, interpret and communicate data
use sources such as maps, graphs, tables, atlases, photographs and statistics	use sources such as charts, maps, graphs, tables, atlases, photographs and statistics	use sources such as maps, graphs, tables, atlases, photographs and statistics, in a thoughtful manner	interpret sources such as maps, graphs, tables, atlases, photographs and statistics, in a thoughtful manner	Draw conclusions from sources such as maps, graphs, tables, atlases, photographs and statistics, in a critical

				manner
represent basic information using maps, models and diagrams.	Represent information using maps, models and diagrams	represent information using maps, models and diagrams, including use of scale, graphs and tables.	Interpret information using maps, models and diagrams, including use of scale, graphs and tables	Draw conclusions from information using maps, models and diagrams, including use of scale, graphs and tables.

Humanities C: Skills

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Analytical skills

Year 1	Year 2	Year 3	Year 4	Year 5
analyze information from selected sources	analyze information from selected sources	analyze and interpret information from a range of sources	analyze and interpret information from a wide range of sources	evaluate and interpret information from a wide range of sources
identify basic questions, problems and issues	Identify questions, problems and issues	identify relevant questions, problems and issues	identify key questions, problems and issues	Identify and create key questions, problems and issues
recognize the values and limitations of sources	identify the values and limitations of sources	evaluate the values and limitations of sources	Evaluate, interpret, and anticipate the values and limitations of sources	critically evaluate the values and limitations of sources
compare and contrast basic events, issues, ideas, models or arguments in context.	Compare and contrast events, issues, ideas, models or arguments in context	compare and contrast events, issues, ideas, models and arguments in different contexts.	Critique basic events, issues, ideas, models or arguments in context	debate events, issues, ideas, models and arguments in a range of contexts.

Humanities C: Skills

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Decision-making skills

Year 1	Year 2	Year 3	Year 4	Year 5
use basic strategies to address issues	Determine strategies to address issues	use appropriate strategies to address issues	Develop appropriate strategies to address issues	critique appropriate strategies to address issues
formulate basic arguments, make considered judgments on events and draw basic conclusions and implications	formulate arguments, make considered judgments on events and draw basic conclusions and implications	formulate clear and sound arguments, make balanced judgments on events and draw conclusions, including some implications	formulate clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications	construct clear, valid and sound arguments, make balanced judgments on events, and draw conclusions, including implications
make basic decisions and relate them to real-world contexts.	Make considered decisions and relate them to real-world contexts	make substantiated decisions and relate them to real-world contexts.	Make well- substantiated decisions and relate them to real-world contexts.	Incorporate well- substantiated decisions and relate them to real-world contexts.

Humanities C: Skills

The development of skills in humanities is critical in enabling the student to undertake research and demonstrate their understanding of knowledge and concepts. Students should be able to demonstrate the following skills during the humanities course to an increasing level of sophistication.

Investigative skills

Year 1	Year 2	Year 3	Year 4	Year 5
test basic hypotheses and ideas	test hypotheses and ideas and modify them where necessary	test hypotheses and ideas and modify them where necessary	Create hypotheses and/or ideas and modify them where necessary	Create and test hypotheses and/or ideas and modify them where necessary
plan, carry out and present basic individual and group investigations	plan, carry out and present individual and group investigations	plan, carry out and present individual and group investigations	plan, carry out and present individual and group investigations	plan, carry out and present individual and group investigations
engage in fieldwork in order to complement a basic investigation.	Engage in fieldwork in order to complement a investigation	engage in fieldwork in order to complement a more detailed investigation.	Engage in fieldwork in order to complement a more detailed investigation	engage in fieldwork in order to complement an investigation.

Humanities D: Organization and presentation

Students should be comfortable using a variety of formats to organize and present their work (including oral presentations, essays, reports, expositions) and using a variety of media and technologies. They should understand that their presentation is creating a new perspective on humanities.

Technical skills

Year 1	Year 2	Year 3	Year 4	Year 5
communicate information that is relevant to the topic	communicate information that is relevant to the topic	communicate information that is relevant to the topic	communicate information that is relevant to the topic	communicate information that is relevant to the topic
organize basic information in a logically sequenced manner	organize information in a logically sequenced manner	organize information in a logically sequenced manner, appropriate to the format used	organize information in a logically sequenced manner	organize information in a logically sequenced manner, appropriate to the format used
present and express basic information and ideas in a clear and concise manner	present and express information and ideas in a clear and concise manner	present and express information and ideas in a clear and concise manner, using appropriate language and visual representation	present and express information and ideas in a clear and concise manner, using appropriate language and visual representation	present and express information and ideas in a clear and concise manner, using appropriate language, style and visual representation
clearly document sources of information using appropriate conventions.	Use referencing and a bibliography to document sources of information, using appropriate conventions	use referencing and a bibliography to clearly document sources of information, using appropriate conventions.	Use referencing and a bibliography to clearly document sources of information, using appropriate conventions	use referencing and a bibliography to clearly document sources of information, using appropriate conventions.

Interim Objectives
Language A: English

Criterion A: Content (receptive and productive)

Year 1	Year 2	Year 3	Year 4	Year 5
recognize and comment on the language, content, structure and meaning of familiar age-appropriate oral, written and visual texts.	Internalize and comment on the language, content, structure, meaning and significance of both familiar and unseen age-appropriate texts	appreciate and comment on the language, content, structure, meaning and significance of both familiar and previously unseen age-appropriate oral, written and visual texts.	Appreciate, understand, and comment on the language, content, structure, meaning and significance of both familiar and previously unseen age-appropriate oral, written and visual texts.	Understand and analyze the language, content, structure, meaning and significance of both familiar and previously unseen oral, written and visual texts.
Understand and begin to apply language A terminology in context.	Understand and begin to apply language A terminology in context.	Understand and apply language A terminology in context.	Understand and apply language A terminology in context.	Understand and apply language A terminology in context.
Understand some of the effects of the author's choices on an audience.	Understand some of the effects of the author's choices on an audience.	Understand many of the effects of the author's choices on an audience.	Interpret the effects of the author's choices on an audience.	Analyze the effects of the author's choices on an audience.
Compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply age-appropriate literary and/or non-literary features to serve the context and intention.	Compose pieces that apply appropriate literary and/or non-literary features to serve the context and intention.
Compare and contrast age-appropriate texts, and connect themes across and within genres.	Compare and contrast age-appropriate texts, and connect themes across and within genres.	Compare and contrast age-appropriate texts, and connect themes across and within genres.	Compare and contrast appropriate texts, and connect themes across and within genres.	Compare and contrast works, and connect themes across and within genres.
Express a relevant personal response to literary and non-literary texts.	Connect relevant personal response to literary and non-literary texts.	Begin to express an informed and independent response to literary and non-literary texts.	Continue to express an informed and independent response to literary and non-literary texts.	Express an informed and independent response to literary and non-literary texts.

Criterion B: Organization

Year 1	Year 2	Year 3	Year 4	Year 5
create work that employs organizational structures and language-specific conventions throughout a variety of text types.	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.	Organizational structures and language-specific conventions throughout a variety of text types.	Create work that employs organizational structures and language-specific conventions throughout a variety of text types.
Organize ideas and arguments in a coherent and logical manner.	Organize ideas and arguments in a sustained, coherent and logical manner.	Organize ideas and arguments in a sustained, coherent and logical manner.	Organize ideas and arguments in a sustained, coherent and logical manner.	Organize ideas and arguments in a sustained, coherent and logical manner.
Employ appropriate critical apparatus.	Employ appropriate critical apparatus	employ appropriate critical apparatus	employ appropriate critical apparatus	employ appropriate critical apparatus

Criterion C: Style and language mechanics

Year 1	Year 2	Year 3	Year 4	Year 5
use language to narrate, describe, explain, argue, persuade, inform, entertain and express feelings.	Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse.	Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse.	Use language to narrate, describe, explain, argue, persuade, inform, entertain, express feelings and begin to analyse.	Use language to narrate, describe, analyse, explain, argue, persuade, inform, entertain and express feelings
use language accurately.	Use language accurately.	Use language accurately.	Use language accurately.	Use language accurately.
Use appropriate and varied register, vocabulary and idiom.	Use appropriate and varied register, vocabulary and idiom.	Use appropriate and varied register, vocabulary and idiom.	Use appropriate and varied register, vocabulary and idiom.	Use appropriate and varied register, vocabulary and idiom
use correct grammar and syntax.	Use correct grammar and syntax	use correct grammar and syntax	use correct grammar and syntax	use correct grammar and syntax
use appropriate and varied sentence structure.	Use appropriate and varied sentence structure	use appropriate and varied sentence structure.	Use appropriate and varied sentence structure	use appropriate and varied sentence structure
use correct spelling/writing.	Use correct spelling/writing.	Use correct spelling/writing.	Use correct spelling/writing.	Use correct spelling/writing.

Interim Objectives
Language B Foundation to Standard

Year 1—foundation	Year 1—standard	Year 2—standard	Year 3—standard	Year 4—standard	Year 5—standard
Oral Communication	Oral Communication	Oral Communication	Oral Communication	Oral Communication	Oral Communication
Guideline: 1 minute	Guideline: 1-2 minutes	Guideline: 1-2 minutes	Guideline: 2-3 minutes	Guideline: 3-4 minutes	Guideline: 3-5 minutes
Writing	Writing	Writing	Writing	Writing	Writing
Guideline minimum: 50 words	Guideline minimum: 100-200 words	Guideline minimum: 100-200	Guideline minimum: 150-200 words	Guideline minimum: 150-300 words	Guideline minimum: 200-300 words
Reading	Reading	Reading	Reading	Reading	Reading
Guideline minimum: 150 words	Guideline minimum: 300-600 words	Guideline minimum: 400-700 words	Guideline minimum: 500-750 words	Guideline minimum: 600-900 words	Guideline minimum: 750-1000 words
Objectives					
communicate basic information, ideas and opinions	communicate information, ideas and opinions	Communicate information, ideas and opinions.	Communicate information, ideas and opinions.	Communicate information, ideas and opinions	Communicate information, ideas and opinions.
Demonstrates comprehension of simple factual information expressed in simple spoken and written contexts where language is familiar.	Demonstrate comprehension of specific factual information and attitudes, expressed in simple spoken and written contexts where the language is familiar.	Demonstrate comprehension of specific factual information and attitudes expressed in simple spoken and written contexts where the language is familiar.	Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.	Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.	Demonstrate comprehension of specific factual information and attitudes, expressed in spoken and written contexts.
Identify simple main ideas and supporting details with familiar language.	Identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where the language is familiar.	Identify main ideas and supporting details with familiar language and draw conclusions from spoken and written texts where the language is familiar.	Identify main ideas and supporting details and draw conclusions from spoken and written texts.	Identify main ideas and supporting details and draw conclusions from spoken and written texts	identify main ideas and supporting details and draw conclusions from spoken and written texts.

Interim Objectives
Language B Foundation to Standard

Year 1—foundation	Year 1—standard	Year 2—standard	Year 3—standard	Year 4—standard	Year 5—standard
Oral Communication	Oral Communication	Oral Communication	Oral Communication	Oral Communication	Oral Communication
Guideline: 1 minute	Guideline: 1-2 minutes	Guideline: 1-2 minutes	Guideline: 2-3 minutes	Guideline: 3-4 minutes	Guideline: 3-5 minutes
Writing	Writing	Writing	Writing	Writing	Writing
Guideline minimum: 50 words	Guideline minimum: 100-200 words	Guideline minimum: 100-200	Guideline minimum: 150-200 words	Guideline minimum: 150-300 words	Guideline minimum: 200-300 words
Reading	Reading	Reading	Reading	Reading	Reading
Guideline minimum: 150 words	Guideline minimum: 300-600 words	Guideline minimum: 400-700 words	Guideline minimum: 500-750 words	Guideline minimum: 600-900 words	Guideline minimum: 750-1000 words
Objectives					
Understand and use basic structures and vocabulary.	Understand and appropriately use basic structures and vocabulary.	Understand and appropriately use basic structures and vocabulary.	Understand and appropriately use structures and vocabulary.	Understand and appropriately use structures and vocabulary.	Understand and appropriately use structures and vocabulary.
Request and provide basic information in familiar situations in both spoken and written contexts.	Request and provide information in simple, familiar situations in both spoken and written contexts.	Request and provide information in simple situations in both spoken and written contexts.	Request and provide information in both spoken and written contexts.	Request and provide information in both spoken and written contexts.	Request and provide information in both spoken and written contexts.
Engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time.	Engage in oral production in familiar situations using comprehensible pronunciation and intonation most of the time.	Engage in oral production using comprehensible pronunciation and intonation most of the time.	Engage actively in oral production using comprehensible pronunciation and intonation.	Engage actively in oral production using comprehensible pronunciation and intonation.	Engage actively in oral production using comprehensible pronunciation and intonation.
Take part in simple exchanges related to the areas of interaction and to cultural and international issues with age and topic-specific guidance.	Take part in formal and/or informal exchanges related to the areas of interaction and to cultural and international issues with age and topic-specific guidance.	Take part in formal and/or informal exchanges related to the areas of interaction and to cultural and international issues with age and topic-specific guidance.	Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.	Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.	Take part in formal and informal exchanges related to the areas of interaction and to cultural and international issues.

Interim Objectives Mathematics

A: Knowledge and Understanding

Knowledge and understanding are fundamental to studying mathematics and form the base from which to explore concepts and develop problem-solving skills. Through knowledge and understanding students develop mathematical reasoning to make deductions and solve problems.

Year 1	Year 2	Year 3	Year 4	Year 5
Know and demonstrates understanding of some of the basic concepts of number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics	Know and demonstrates understanding of basic concepts of number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics	Know and demonstrates understanding of some of the concepts of number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics	Know and demonstrates understanding of fundamental concepts of number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics	Know and demonstrates understanding of concepts of the five branches of mathematics (number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics)
Use basic concept-specific strategies to solve simple problems in both familiar and unfamiliar situations including those in real-life contexts	Begins to use basic concept-specific strategies to solve simple problems in both familiar and unfamiliar situations including those in real-life contexts	Use appropriate mathematical concepts and skills to solve simple problems in both familiar and unfamiliar situations including those in real-life contexts	Use appropriate mathematical concepts and skills to solve more complex problems in both familiar and unfamiliar situations including those in real-life contexts	Use appropriate mathematical concepts and skills to solve problems in both familiar and unfamiliar situations including those in real-life contexts
Apply basic rules correctly to solve simple problems including those in real-life contexts	Select and apply basic rules correctly to solve simple problems including those in real-life contexts with guidance from the teacher	Select and apply basic rules correctly to solve simple problems including those in real-life contexts	Select and apply specific rules correctly to solve simple problems including those in real-life contexts	Select and apply general rules correctly to solve simple problems including those in real-life contexts

Mathematics B: Investigating Patterns

Investigating patterns allows students to experience the excitement and satisfaction of mathematical discovery. Mathematical inquiry encourages students to become risk-takers, inquirers and critical thinkers. The ability to inquire is invaluable in the MYP and contributes to lifelong learning. Through the use of mathematical investigations, students are given the opportunity to apply mathematical knowledge and problem-solving techniques to investigate a problem, generate and/or analyse information, find relationships and patterns, describe these mathematically as general rules, and justify or prove them.

Year 1	Year 2	Year 3	Year 4	Year 5
apply basic inquiry and mathematical problem-solving techniques, with guidance from the teacher, by identifying variable, posing relevant questions, organizing data and using an appropriate model	apply basic inquiry and mathematical problem-solving techniques, by identifying variable, posing relevant questions, organizing data and using an appropriate model	select and apply basic inquiry and mathematical problem-solving techniques to problems by asking searching questions	select and apply specific inquiry and mathematical problem-solving techniques to problems by asking searching questions	select and apply appropriate inquiry and mathematical problem-solving techniques
recognize simple patterns similar to previously seen examples	recognize simple patterns in familiar and unfamiliar situations	recognize simple patterns in different situations	recognize more complex patterns in different situations	recognize patterns
describe simple patterns in words and/or diagrams	describe simple patterns as some relationships or general rules	describe simple patterns as relationships or general rules	describe more complex patterns as relationships or general rules	describe patterns as relationships or general rules

arrive at a result or set of results and make predictions based on extending the pattern(s)	arrive at a result or set of results and make predictions consistent with findings	arrive at a single result or set of results and make predictions consistent with findings	draw conclusions consistent with findings	draw conclusions consistent with findings
describe simple mathematical relationships	Understand and explain simple mathematical relationships and general rules	explain simple mathematical relationships and general rules using logical arguments	Apply mathematical relationships and general rules.	Justify or prove mathematical relationships and general rules.

Mathematics C: Communications in Mathematics

Mathematics provides a powerful and universal language. Students are expected to use mathematical language appropriately when communicating mathematical ideas, reasoning and findings--both orally and in writing.

Year 1	Year 2	Year 3	Year 4	Year 5
use appropriate language (notation, symbols, terminology) in both oral and written communication, with guidance from the teacher	use appropriate language (notation, symbols, terminology) in both oral and written communication, with minimal guidance from the teacher	use appropriate language (notation, symbols, terminology) in both oral and written explanations in familiar situations	use appropriate language (notation, symbols, terminology) in both oral and written explanations	use appropriate language (notation, symbols, terminology) in both oral and written explanations
use different forms of mathematical representation (simple formulae, diagrams, tables, charts, graphs and models), with guidance from the teachers	use different forms of mathematical representation (simple formulae, diagrams, tables, charts, graphs and models), with minimal guidance from the teachers	use different forms of mathematical representation (simple formulae, diagrams, tables, charts, graphs and models),	use different forms of mathematical representation (simple formulae, diagrams, tables, charts, graphs and models),	use different forms of mathematical representation (formulae, diagrams, tables, charts, graphs and models),
state in writing and/or verbally, the steps followed in solving simple problems.	Communicate the steps followed in solving simple problems.	Communicate a mathematical line of reasoning in solving simple problems using different forms of representation.	Communicate a complete and coherent mathematical line of reasoning using different forms of representation	communicate a complete and coherent mathematical line of reasoning using different forms of representation when investigating complex problems.

Mathematics D: Reflection in Mathematics

MYP mathematics encourages students to reflect upon their finding and problem-solving processes. Students are encouraged to share their thinking with teachers and peers and to examine different problem-solving strategies. Critical reflection in mathematics helps students gain insight into their strengths and weaknesses as learners and to appreciate the value of errors as powerful motivators to enhance learning and understanding.

Year 1	Year 2	Year 3	Year 4	Year 5
consider the reasonableness of their results in the context of the problem	consider the reasonableness of their results in the context of the problem and attempt to generalize whether they make sense	consider the reasonableness of their results in the context of the problem and attempt to explain whether they make sense	recognize the reasonableness of their results in the context of the problem and attempt to explain whether they make sense	Explain whether their results make sense in the context of the problem
consider the importance of their findings, with guidance from the teacher	consider the importance of their findings, with minimal guidance from the teacher	consider the importance of their findings	recognize the importance of their findings	explain the importance of their findings

distinguish between measurement and counting, and demonstrate an appreciation of the difference between degrees of error in measuring and mistakes in counting, measuring and calculating	Attempt to consider the degree of accuracy of their results where appropriate and estimate errors in simple measurements	consider the degree of accuracy of their results where appropriate and estimate errors in simple measurements	explain the degree of accuracy of their results where appropriate and estimate errors in simple measurements	justify the degree of accuracy of the results where appropriate
consider the alternatives to the method when appropriate with guidance from the teacher.	Consider the alternatives to the method when appropriate with minimal guidance from the teacher.	Consider alternatives to method when appropriate.	Recognize alternatives to method when appropriate.	Suggest improvements to the method when necessary/.

Interim Objectives Physical Education

A: Use of knowledge

Year 1	Year 2	Year 3	Year 4	Year 5
<u>demonstrate</u> some knowledge of physical education terminology in context	<u>demonstrate</u> increased knowledge of physical education and begin to use in context	<u>use some</u> physical education terminology in context	<u>Use most</u> physical education terminology in context.	<u>Use</u> physical education terminology in context
demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in simplified contexts	demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in an increased number of contexts	demonstrate an understanding of basic concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in context	Demonstrate an understanding of most concepts, strategies, techniques and rules to a variety of physical activities and apply them in various contexts.	Demonstrate an understanding of concepts, strategies, techniques and rules related to a variety of physical activities, and apply them in various contexts
describe and explain basic principles that contribute to fitness, and their importance in various contexts	describe and begin to demonstrate an understanding of basic principles that contribute to fitness, and their importance in various contexts	demonstrate an understanding of the basic principles that contribute to fitness, and their importance in various contexts	Demonstrate an understanding of the most principles that contributes to fitness, and their importance in various contexts.	Demonstrate an understanding of the various principles that contribute to fitness, and their importance in various contexts
use their knowledge to identify and assess the impact of factors that influence situations, and solve simple problems in familiar situations.	Use their knowledge to identify and assess the impact of factors that influence situations, and solve more complex problems in familiar situations.	Use their knowledge to identify and analyze factors that influence situations, and solve problems in familiar and simple unfamiliar situations.	Use their knowledge and skills to analyze and most situations and solve problem.	Use their knowledge to analyse situations and solve problems.

Physical Education B: Movement composition

Year 1	Year 2	Year 3	Year 4	Year 5
explore simple movement possibilities and variations according to the basic principles of a particular aesthetic activity, with guidance from the teacher	Explore more complex movement possibilities and variations according to the basic principles of a particular aesthetic activity, with minimal guidance from the teacher	explore movement possibilities and variations in accordance with the basic principles of a particular aesthetic activity	Explore movement possibilities and variation in accordance with the principle of some aesthetic activity	explore movement possibilities and variations in accordance with the principles of a particular aesthetic activity
compose basic aesthetic movements	compose more complex aesthetic movements	compose aesthetic movements	Compose aesthetic movements	compose aesthetic movements
link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with guidance from the teacher.	Link movements in order to compose more complex aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with guidance from the teacher.	Link movements in order to compose simple aesthetic sequences, taking into account the concepts of space, time, level, force and flow, with limited guidance from the teacher.	Link movement in order to compose more complex aesthetic sequence, taking into account the concepts of space, time, level, force and flow, with limited guidance from the teacher.	Link movements in order to compose aesthetic sequences, taking into account the concepts of space, time, level, force and flow.

**Physical Education C:
Performance**

Year 1	Year 2	Year 3	Year 4	Year 5
demonstrate the basic skills and techniques necessary for active participation in modified performance situations in a variety of physical activities	demonstrate more complex skills and techniques necessary for active participation in modified performance situations in a variety of physical activities	demonstrate the skills and techniques necessary for active participation in some more complex performance situations in a variety of physical activities	demonstrate the skills and techniques necessary for active participation in complex performance situations in a variety of physical activities	demonstrate the skills and techniques necessary for active participation in a variety of physical activities
apply basic tactics, strategies and rules in modified performance environments in both individual and group situations	apply more complex tactics, strategies and rules in modified performance environments in both individual and group situations	apply tactics, strategies and rules in some more complex performance environments in both individual and group situations	apply tactics, strategies and rules in complex performance environments in both individual and group situations	apply tactics, strategies and rules in both individual and group situations
perform simple interpretations of movement concepts and basic movement sequences in a variety of physical contexts.	Perform more complex interpretations of movement concepts and movement sequences in a variety of physical contexts.	Perform movement concepts and sequences of movement in a variety of physical contexts.	Perform movement concepts and sequences of movement in a variety of physical contexts.	Perform movement concepts and sequences of movement in a variety of physical contexts.

**Physical Education D:
Social skills and personal engagement**

Year 1	Year 2	Year 3	Year 4	Year 5
express themselves effectively, including basic verbal and nonverbal forms of communication	express themselves and understand others effectively, including basic verbal and nonverbal forms of communication	communicate effectively, including basic verbal and nonverbal forms of communication	communicate effectively, including basic verbal and nonverbal forms of communication	communicate effectively, including verbal and non-verbal forms of communication
demonstrate a positive attitude by supporting and encouraging others	demonstrate a positive attitude and begin to implement strategies that support and encourage others	demonstrate attitudes and strategies that support and encourage others	Demonstrate supportive and encouraging attitude and begin to demonstrate attitudes that enhance their relationships with others	demonstrate attitudes and strategies that enhance their relationships with others
show respect and sensitivity to their own and different cultures	show respect and sensitivity to their own and different cultures	show respect and sensitivity to their own and different cultures	show respect and sensitivity to their own and different cultures	show respect and sensitivity to their own and different cultures

show enthusiasm and commitment when taking part in the activity	begin taking an active roll in their learning process and continue to show enthusiasm and commitment when taking part in the activity	take an active role in their own learning process and demonstrate enthusiasm and commitment when taking part in the activity	take an active role in their own learning process and demonstrate enthusiasm and commitment when taking part in the activity and begin to take responsibility for their own learning process.	Take responsibility for their own learning process and demonstrate engagement with the activity
reflect upon their own achievements in terms of strengths and weaknesses	begin to make an informed reflection upon their own achievements in terms of strengths and weaknesses	make an informed reflection upon their own achievements	make an informed reflection and begin to reflect critically upon their own achievements	reflect critically upon their own achievements
set simple goals to enhance learning and devise a basic plan for achieving them.	Set simple goals to enhance learning and devise a more complex plan for achieving them	set simple goals to enhance learning and take action towards achieving them.	Set more complex goals to enhance learning and take action towards achieving them.	Set goals to enhance learning and take action towards achieving them.

Science Interim Objectives

Science A: One World

This objective refers to enabling students to understand the interdependence between science and society. Students should be aware of the global dimension of science, as a universal activity with consequences for our lives and subject to social, economic, political, environmental, cultural and ethical factors.

Year 1	Year 2	Year 3	Year 4	Year 5
Make comments on the ways in which science is applied and used to solve local and global problems	Describe and compare ways in which science is applied and used to solve local and global problems	Describe and explain ways in which science is applied and used to solve local and global problems	Describe and explain in detail ways in which science is applied and used to solve local and global problems	Describe and discuss ways in which science is applied and used to solve local and global problems

Give examples of science and scientific applications and describe how these could affect people, societies and the environment	Give and compare examples of science and scientific applications how these could affect people, societies and the environment	Give examples of science and scientific applications and discuss some of their positive and/or negative effects on people, societies and the environment	Describe and debate the benefits and limitations of science and scientific applications as well as their effect on life and society	Describe and evaluate the benefits and limitations of science and scientific applications as well as their effect on life and society
Give examples of ways in which science has played a part in the development of technology, and ways in which technology has played a part in the development of science	Describe examples of ways in which science has played a part in the development of technology, and ways in which technology as played a part in the development of science	Describe and explain how science and technology depend on each other for the development of knowledge and technological applications	Explain in detail how science and technology are interdependent and assist each other in development of knowledge and technological applications	Discuss how science and technology are interdependent and assist each other in the development of knowledge and technological applications
Understand that science is part of the world they live in by giving examples and commenting on ways in which science affects life, society and the world	Understand and describe how science is a part of the world they live in giving examples and commenting on ways in which science affects life, society and the world	Understand that science is part of the world they live in by describing how science and its applications are affected and/or influenced by some of the following factors: social, economic, political, environmental, cultural, ethical	Understand that science is part of the world they live in by describing how science and its applications are affected and/or influenced by some of the following factors: social, economic, political, environmental, cultural, ethical, describing their understanding in detail	Discuss how science and its applications interact with social, economic, political, environmental, cultural and ethical factors

Science B: Communication in science

This objective refers to enabling students to develop their communication skills in science. Students should be able to understand scientific information, such as data, ideas, arguments and investigations, and communicate it using appropriate scientific language in a variety of communication modes and formats as appropriate.

Year 1	Year 2	Year 3	Year 4	Year 5
Demonstrate understanding of basic scientific language by using appropriate scientific terminology, units of measurement and symbolic	Understand scientific language and use appropriate scientific terminology and symbols	Understand and use scientific language relevant to the units of work covered	Use scientific language relevant to the units of work covered	Communicate scientific information using a range of scientific language

representation				
Provide scientific information using appropriate modes of communication: oral, written, visual representation (formulae, graphs, tables, diagrams) with guidance	Provide scientific information using appropriate modes of communication: oral, written, visual representation (formulae, graphs, tables, diagrams) with guidance and appropriate levels of complexity	Provide scientific information using appropriate modes of communication: oral, written, visual representation (formulae, graphs, tables, diagrams) consistent with the level of complexity of the units of work covered	Communicate scientific information using appropriate modes of communication consistent with level of complexity	Communicate scientific information using appropriate modes of communication
Present scientific information in appropriate formats (such as, laboratory reports, experimental accounts, explanations, essays, expositions, audio-visual presentations) with guidance, and become familiar with the system used in the school to acknowledge sources	Present scientific information in formats (such as laboratory reports, experimental accounts, explanations, essays, expositions, audio-visual presentations) with self-guidance and appropriate to the work covered, and acknowledge sources according to the system in the school	Present scientific information in formats (such as laboratory reports, experimental accounts, explanations, essays, expositions, audio-visual presentations) appropriate to the work covered, and acknowledge sources	Present scientific information in formats (such as laboratory reports, experimental accounts, explanations, essays, expositions, audio-visual presentations) appropriate to the work covered, and acknowledge sources	Present scientific information in a variety of formats, acknowledging sources as appropriate
Science Recognize the need for honesty when collecting and processing data and information, and when acknowledging sources	Recognize the need for and demonstrate honesty when collecting and processing data and information, and when acknowledging sources	Demonstrate honesty when handling data and information, and acknowledging sources	Demonstrate honesty when handling data and information, and acknowledge sources according to the system in the school	Demonstrate honesty when handling data and information, acknowledging sources as appropriate
Use, with guidance, information and communication technology applications (World Wide Web, data loggers, databases, spreadsheets or software for plotting graphs) to access, process and/or communicate scientific information	Use, with limited guidance and as appropriate, information and communication technology applications (World Wide Web, data loggers, databases, spreadsheets or software for plotting graphs) to access, process and communicate scientific information	Use where appropriate information and communication technology applications (World Wide Web, data loggers, databases, spreadsheets and/or software for plotting graphs) to access, process and communicate scientific information	Use where appropriate a varied range of information and communication technology applications (World Wide Web, data loggers, databases, spreadsheets and/or software for plotting graphs) to access, process and communicate scientific information	Use where appropriate a range of information and communication technology applications to access, process and communicate scientific information

Science C: Knowledge and understanding of science

This objective refers to enabling students to understand the main ideas and concepts of science and to apply them to solve problems in familiar and unfamiliar situations. Students are expected to develop critical and reflective thinking and judge the credibility of scientific information when this is presented to them.

<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
Recognize and recall scientific information relevant to the units of work covered	Recognize and recall scientific information relevant to the units of work covered	Recognize and recall scientific information relevant to the units of work covered	Recognize and recall scientific information	Recognize and recall scientific information
Explain and apply simple scientific information to solve problems in familiar and, with	Explain and apply simple scientific information to solve problems in familiar and, with	Explain and apply scientific information to solve problems in familiar and, with guidance, in	Explain and apply scientific information to solve problems in familiar and, with limited	Explain and apply scientific information to solve problems in familiar and unfamiliar

guidance, in unfamiliar situations	guidance, in unfamiliar situations	unfamiliar situations	guidance, in unfamiliar situations	situations
Identify basic scientific components, relationships and patterns, both in experimental data and ideas	Identify, compare and contrast basic scientific components, relationships and patterns, both in experimental data and ideas	Analyse simple scientific information by identifying basic components, relationships and patterns, both in experimental data and ideas	Analyse scientific information by identifying basic components, relationships and patterns, both in experimental data and ideas	Analyse scientific information by identify components, relationships and patterns, both in experimental data and ideas
Identify basic scientific components found in information from different sources (Internet, newspaper articles, television, scientific texts and publications) and be able to give an opinion justified by their knowledge and understanding of sciences	Identify and discuss basic scientific components found in information from different sources (Internet, newspaper articles, television, scientific texts and publications) and be able to give an opinion justified by their knowledge and understanding of sciences	Discuss scientific information from different sources (Internet, newspaper articles, television, scientific texts and publications) and comment on its credibility	Discuss scientific information from different sources (Internet, newspaper articles, television, scientific texts and publications) and comment on its credibility	Discuss and evaluate scientific information from different sources (Internet, newspaper articles, television, scientific texts and publications) and assess its credibility

Science D: Scientific inquiry				
This objective refers to enabling students to develop scientific inquiry skills to design and carry out scientific investigations.				
Year 1	Year 2	Year 3	Year 4	Year 5
Recognize, with guidance, the problem or research question to be tested by a scientific investigation	Recognize the problem or research question to be tested by a scientific investigation	Recognize and attempt to articulate the problem or research question to be tested by a scientific investigation	Recognize and articulate the problem or research question to be tested by a scientific investigation	Define the problem or research question to be tested by a scientific investigation

Ask questions of the type: What will happen if? Why does this happen when? And become familiar with making predictions and providing simple reasoning (—If I do this, then this will happen...!)	Begin to predict outcome	Formulate a simple hypothesis and explain it using a logical reasoning and their knowledge of sciences (—If I do this, then that will happen because...!)	Formulate a hypothesis	Formulate a hypothesis and explain it using logical scientific reasoning
Identify, with guidance, the factors that can be measured in an investigation (dependent variables), the factors that can be manipulated (independent variables) and those that must remain constant (control variables); identify some of the materials/equipment needed; describe a simple method	Identify, with limited guidance, the factors that can be measured in an investigation (dependent variables), the factors that can be manipulated (independent variables) and those that must remain constant (control variables); identify some of the materials/equipment needed; describe a simple method	Design scientific investigations that include variables and controls that are identified; identify materials/equipment needed; describe a method to be followed; suggest the data to be collected	Design, with guidance, scientific investigations that include variables and controls, materials/equipment needed, a method to be followed, data to be collected and suggestions for analysis	Design scientific investigations that include variables and controls, materials/equipment needed, a method to be followed, data to be collected and suggestions for analysis
Comment on the method and the quality of the results, with guidance	Comment on the method and the quality of the results, with limited guidance	Comment on the method and the accuracy and/or precision of the results	Comment on the method and the accuracy and/or precision of the results. Begin to discuss methodology	Evaluate the method, commenting on its reliability and/or validity
Suggest improvements to the method, with guidance	Suggest improvements to the method, with limited guidance	Comment on the method and the accuracy and/or precision of the results	Comment on the method and the accuracy and/or precision of the results	Comment on the method and the accuracy and/or precision of the results

Science E: Processing data

This objective refers to enabling students to record, organize and process data. Students should be able to collect and transform data by numerical calculations into diagrammatic form. Students should be able to analyze and interpret data and explain appropriate conclusions.

Year 1	Year 2	Year 3	Year 4	Year 5
Collect and record data using appropriate units of measurement, with guidance	Collect and record data using appropriate units of measurement, with limited guidance	Collect and record data using appropriate units of measurement	Collect and record data using appropriate units of measurement	Collect and record data using appropriate units of measurement
Organize and transform data into simple numerical and/or diagrammatic forms, including mathematical calculations and/or visual representations (tables, graphs and charts), with guidance	Organize and transform data into simple numerical and/or diagrammatic forms, including mathematical calculations and/or visual representations (tables, graphs and charts), with limited guidance	Organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts)	Organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts)	Organize and transform data into numerical and diagrammatic forms, including mathematical calculations and visual representation (tables, graphs and charts)

With guidance, present data in a variety of ways using appropriate communication modes (oral, written and visual representation, and use of technologies) and conventions (units of measurement)	With limited guidance, present data in a variety of ways using appropriate communication modes (oral, written and visual representation, and use of technologies) and conventions (units of measurement)	Present data in a variety of ways using appropriate communication modes (oral, written and visual representation, and use of technologies) and conventions (units of measurement)	Present data in a variety of ways using appropriate communication modes (oral, written and visual representation, and use of technologies) and conventions (units of measurement)	Present data in a variety of ways using appropriate communication modes and conventions
Interpret data by identifying trends, patterns and relationships, with guidance	Interpret and analyse data by identifying trends, patterns and relationships, with guidance	Analyse and interpret data by identifying trends, patterns and relationships	Analyse and interpret data by identifying trends, patterns and relationships	Analyse and interpret data by identifying trends, patterns and relationships
Draw appropriate conclusions based on the data, with guidance	Draw appropriate conclusions with support based on the data, with guidance	Draw conclusions supported by explanations that are consistent with the analysis of the data	Draw conclusions supported by scientific explanations and a reasoned interpretation of the analysis of the data, with guidance	Draw conclusions supported by scientific explanations and a reasoned interpretation of the analysis of the data

Science F. Attitudes in science

This objective goes beyond science and refers to encouraging attitudes and dispositions that will contribute to students' development as caring and responsible individuals and members of society. It is set in the context of the science class but will pervade other subjects and life outside school. It includes notions of safety and responsibility when working in science as well as respect for and collaboration with others and their shared environment.

Year 1	Year 2	Year 3	Year 4	Year 5
Carry out scientific investigations, with guidance, using materials and techniques safely and skillfully	Carry out scientific investigations, with limited guidance, using materials and techniques safely and skillfully	Carry out scientific investigations using materials and techniques safely and skillfully	Carry out scientific investigations using materials and techniques safely and skillfully	Carry out scientific investigations using materials and techniques safely and skillfully
Work effectively as members of a team, by being guided into collaborating, acknowledging and supporting others as well as ensuring a safe working environment	Work effectively as members of a team, by being modestly guided into collaborating, acknowledging and supporting others as well as ensuring a safe working environment	Work effectively as members of a team, collaborating, acknowledging and supporting others as well as ensuring a safe working environment	Work effectively as members of a team, collaborating, acknowledging and supporting others as well as ensuring a safe working environment	Work effectively as members of a team, collaborating, acknowledging and supporting others as well as ensuring a safe working environment
Show respect for themselves and others, and deal responsibly with the living and non-living environment	Show respect for themselves and others, and deal responsibly with the living and non-living environment	Show respect for themselves and others, and deal responsibly with the living and non-living environment	Show respect for themselves and others, and deal responsibly with the living and non-living environment	Show respect for themselves and others, and deal responsibly with the living and non-living environment

Technology Interim Objectives

Technology A: Investigate				
Year 1	Year 2	Year 3	Year 4	Year 5
Students identify the problem to be solved				
consider the problem within a wider context (Students should first understand that the role of technology is to provide solutions to problems and, with guidance from the teacher, they should be given opportunities to explore different types of problems that are relevant to them and/or their environment.)	consider the importance of the problem within a wider context	consider the importance of the problem for life, society and/or the environment (Students should be given opportunities to identify problems that could be solved using technology before discussing the implications for life, society and/or the environment.)	explain the importance of the problem for life, society and /or the environment	evaluate the importance of the problem for life, society and the environment
understand the concept of a design brief and adapt a given design brief to the problem or, with guidance, start to develop a design brief	with guidance, outline a simple design brief	outline a simple design brief	outline the design brief	outline the design brief
Students develop the design brief				
ask useful questions about the investigation (The research questions should be based on the nature and type of materials, the tools, techniques and equipment and whether there are similar existing products.)	ask useful questions at the different stages of the investigation	ask relevant questions at the different stages of the investigation	formulate and discuss relevant questions at the different stages of the investigation	formulate and discuss appropriate questions that guide the investigation
with guidance, identify appropriate sources of information and acknowledge these in a suitable format	with guidance, identify appropriate sources of information and acknowledge these using a recognized convention	identify appropriate sources of information and acknowledge these using a recognized convention	identify appropriate sources of information and acknowledge these using appropriate conventions	identify and acknowledge a range of appropriate sources of information
A: Investigate				
Year 1	Year 2	Year 3	Year 4	Year 5
Students identify the problem to be solved				
with guidance, use different systematic methods to collect and select information, and to organize it logically	use different systematic methods to collect and select information, and to organize it logically	collect and select information, organize it logically and, with guidance, begin to analyse it	collect, analyse, select, organize and evaluate information with guidance	collect, analyse, select, organize and evaluate information
understand the importance of questioning the value of sources of information.	Understand the importance of questioning the value of sources of information	consider, with guidance, the value of sources of information.	Evaluate, with guidance, the value of sources of information	evaluate the sources of information.
Students formulate a design specification				
understand the concept and importance of the design specification and, with guidance, list the requirements that must be met by the product/solution	list, with guidance, the requirements that must be met by the product/solution	list, with limited guidance, the specific requirements that must be met by the product/solution	list, with limited guidance, the specific requirements that must be met by the product/solution	list the specific requirements that must be met by the product/solution

understand the importance of testing to determine the success (or otherwise) of the product/solution and, with guidance, design some simple tests.	Design, with guidance, tests to evaluate the product/solution against the design specification	design, with limited guidance, tests to evaluate the product/solution against the design specification.	Design, with limited guidance, tests to evaluate the product/solution against the design specification.	Design tests to evaluate the product/solution against the design specification.
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B: Plan				
Year 1	Year 2	Year 3	Year 4	Year 5
Students design the product/solution				
create designs and communicate them using different forms and conventions	with guidance, generate a range of designs that attempt to meet the design specifications	generate a range of designs that attempt to meet the design specifications	generate a range of designs that attempt to meet the design specifications	generate several feasible designs that meet the design specification
compare the designs against the design specifications	compare the designs against the design specifications	compare the designs against the design specifications and identify the pros and cons of each design	compare the designs against the design specifications and consider the pros and cons of each design	evaluate the designs against the design specification
select, with guidance, one design over the others.	Select one design over the others	select one design and explain its choice.	Select one design and explain its choice	select one design and justify its choice.
Students plan the product/solution				
describe, with guidance, the steps needed to create the product/solution	describe the steps needed to create the product/solution	devise, with guidance, a series of logical steps to create the product/solution	devise a series of logical steps to create the product/solution	construct a plan to create the product/solution that has a series of logical steps
construct a plan to create, with guidance, the product/solution that makes effective use of resources and time	construct a plan to create, with limited guidance, the product/solution that makes effective use of resources and time	construct a plan to create the product/solution that makes effective use of resources and time	construct a plan to create the product/solution that makes effective use of resources and time	construct a plan to create the product/solution that makes effective use of resources and time
with guidance, consider the effectiveness of the plan and make suitable modifications.	With guidance, analyse the plan and make suitable modifications	analyse the plan and explain the need for any modifications to the design.	Evaluate, with guidance, the plan and justify any modifications to the design	evaluate the plan and justify any modifications to the design.

C: Create				
Note: Appropriate quality is the best quality that can be produced, taking into account the resources available, the skills and techniques they have learned, their educational development, how the product/solution addresses the identified need and aspects of safety and ergonomics.				
Year 1	Year 2	Year 3	Year 4	Year 5
Students use appropriate techniques and equipment				
use different techniques and equipment, with guidance	use appropriate techniques and equipment, with guidance	use appropriate techniques and equipment competently	use a range of appropriate techniques and equipment competently, with guidance	use a range of appropriate techniques and equipment competently
ensure a safe working environment for themselves and others.	Ensure a safe working environment for themselves and others.	Ensure a safe working environment for themselves and others.	Ensure a safe working environment for themselves and others.	Ensure a safe working environment for themselves and others.

Students follow the plan				
understand the importance of plans and, with guidance, follow the plan to produce the product/solution	with guidance, follow the plan to produce the product/solution	follow the plan to produce the product/solution with minimal guidance	follow the plan to produce the product/solution with minimal guidance	follow the plan to produce the product/solution
understand the importance of monitoring progress and revisiting the plan and, with guidance, making necessary changes.	Monitor the progress of the plan and, with guidance, make necessary changes	review the plan and explain any changes to the plan (when necessary).	With guidance, evaluate the plan and justify any changes to the plan (when necessary)	evaluate the plan and justify any changes to the plan (when necessary).
Students create the product/solution				
create, with some guidance, a product/solution of appropriate quality.	Create, with limited guidance, a product/solution of appropriate quality	create a product/solution of appropriate quality.	Create a product/solution of appropriate quality.	Create a product/solution of appropriate quality.

Technology D: evaluate				
Year 1	Year 2	Year 3	Year 4	Year 5
Students evaluate the product/solution				
carry out or follow tests, with guidance, to compare the product/solution against the design specification	with limited guidance, carry out tests to compare the product/solution against the design specification	carry out tests to compare the product/solution against the design specification	with guidance, carry out tests to evaluate the product/solution against the design specification	carry out tests to evaluate the product/solution against the design specification
consider the success (and/or failure) of the product/solution based on testing, their own views and the views of the intended user	consider the success (and/or failure) of the product/solution based on testing, their own views and the views of the intended user	consider the success (and/or failure) of the product/solution in an objective manner based on testing, their own views and the views of the intended user	consider the success (and/or failure) of the product/solution in an objective manner based on testing, their own views and the views of the intended user	evaluate the success of the product/solution in an objective manner based on testing, their own views and the views of the intended user
consider, with guidance, the impact of the product/solution on individuals and/or on society	consider, with limited guidance, the impact of the product/solution on individuals and/or on society	consider the impact of the product/solution on individuals and/or on society	evaluate, with guidance, the impact of the product/solution on individuals and on society	evaluate the impact of the product/solution on individuals and on society
explain, with guidance, how the product/solution could be improved	explain, with limited guidance, how the product/solution could be improved	explain how the product/solution could be improved	explain how the product/solution could be improved	explain how the product/solution could be improved
Students evaluate their use of the design cycle				
reflect on their performance at each stage of the design cycle	reflect on their performance at each stage of the design cycle	reflect on their performance at each stage of the design cycle	reflect on and begin to evaluate their performance at each stage of the design cycle	evaluate their performance at each stage of the design cycle
identify and describe the parts they found easy and the parts that proved difficult. With guidance, suggest ways in which	Identify the parts they found easy and the parts they found difficult. With limited guidance, suggest ways in which their	Identify the parts they found difficult and suggest ways in which their performance could be improved.	With guidance, suggest ways in which their performance could be improved	suggest ways in which their performance could be improved.

their performance could be improved.	performance could be improved.			
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Technology E: attitudes in technology

Year 1	Year 2	Year 3	Year 4	Year 5
carry out units of work in technology using materials and techniques safely and responsibly	carry out units of work in technology using materials and techniques safely and responsibly	carry out units of work in technology using materials and techniques safely and responsibly	carry out units of work in technology using materials and techniques safely and responsibly	carry out units of work in technology using materials and techniques safely and responsibly
work effectively as members of a team, collaborating, acknowledging and supporting the views of others	work effectively as members of a team, collaborating, acknowledging and supporting the views of others	work effectively as members of a team, collaborating, acknowledging and supporting the views of others	work effectively as members of a team, collaborating, acknowledging and supporting the views of others	work effectively as members of a team, collaborating, acknowledging and supporting the views of others
provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.	Provide evidence of personal engagement with the subject (motivation, independence, general positive attitude) when working in technology.