

Stage 4 ENGLISH

| Report Outcome | Elementary Achievement (E) | Basic Achievement (D) | Sound Achievement (C) | Thorough Achievement (B) | Extensive Achievement (A) |
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| Speak, Listen, Read, Write, View and Represent | Accesses elements of meaning in a limited range of texts, recognising and displaying minimal language control. | Recognises and uses language to shape meaning in controlled contexts, being aware of audience and purpose. | Explains and uses language, shaping meaning in context(s) appropriate to audience and purpose. | Analyses and uses language, constructing meaning to suit specific audiences and various purposes. | Composes, responds to and shapes meaning through most texts for understanding, analysis and pleasure. |
| Use language and communicate appropriately and effectively | Shows limited ability to identify or describe some textual features, adopting similar register when constructing text. | Has reasonable knowledge and understanding of technology and textual features to adapt language to specific purposes. | Uses appropriate language to construct meaning in selected contexts and technologies. | Selects, describes and uses appropriate language to shape meaning in different contexts and technologies. | Selects, identifies and uses specific language to shape meaning in many contexts and for different purposes. |
| Think in ways that are imaginative, interpretive and critical | Attempts, with variable control, to use experience and imagination to identify and create basic texts. | Manages, with some success, to use experience and imagination to recognise and create some texts. | Competently uses various experiences and imagination to categorise and construct texts for specified purposes. | Proficiently uses experiences, imagination and awareness to compose and respond to various texts and purposes. | Easily draws on experience, imagination and critical awareness to compose and respond to many text types. |
| Express self and relations with others and the world | Recognises that texts can be connected and that texts can identify their world and human relations in it | Appreciates texts that are connected and that texts can reflect their world and their relationships. | Appreciates and identifies related texts and that texts parallel their relationships. | Understands and categorises related texts and that texts help them to appreciate their relationships. | Categorises and has sophisticated understanding of textual connections, appreciating that texts express their world and their relationships. |

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| Learn and reflect on learning through the study of English | Can recognise that there is value in individual and collaborative learning skills. | Appreciates the worth of individual and collaborative learning skills. | Uses individual and collaborative learning skills. | Understands, uses and benefits from individual and collaborative learning skills. | Understands, uses and appreciably benefits from individual and collaborative learning skills. |
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Stage 4 MATHEMATICS

| Report Outcome | Elementary Achievement (E) | Basic Achievement (D) | Sound Achievement (C) | Thorough Achievement (B) | Extensive Achievement (A) |
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| Number - whole numbers | Writes and orders whole numbers. Draws a number line and represents whole numbers on a number line. Performs basic addition, subtraction, multiplication and division calculations. Uses the calculator to perform operations. | Performs calculations involving simple order of operations, solving from left to right. Recognises & uses the calculator to evaluate questions involving simple order of operations. | Performs calculations involving order of operations. Solves problems involving the applications of whole numbers in familiar situations. | Solves problems involving the applications of whole numbers in most new situations. | Solves problems involving the applications of whole numbers in all new situations. |
| Number - fractions | Recognises common fractions. Orders fractions with same denominators. Represents proper fractions in diagram form. Adds fractions with the same denominator. Multiplies common fractions. | Recognises different types of fractions. Orders fractions with different denominators. Creates equivalent fractions by multiplying and dividing. Converts between mixed numerals and improper fractions. Subtracts fractions with the same denominator. | Orders mixed numerals & common fractions. Represents equivalent fractions in diagram form. Adds and subtracts fractions with different denominators. Adds and subtracts mixed numerals with the same & different denominators (with & without decomposition). | Orders rational numbers. Solves problems involving the applications of fractions in most new situations. | Solves problems involving the applications of fractions in any new situation. |

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| | | Multiplies and divides common fractions. Uses a calculator to: perform operations with common fractions; convert between mixed numerals & improper fractions. | Multiplies and divides mixed numerals. Recognises & is able to represent an answer in simplest form. Uses the calculator to perform calculations on mixed numerals. Solves problems involving the applications of fractions in familiar situations. | | |
| Number - decimals | Recognises decimals. Orders decimals with the same number of decimal places. Adds & subtracts decimals where questions are represented with the decimal points aligned. Multiplies decimals by powers of tens. Uses the calculator to perform simple operations. | Recognises place value. Orders decimals with different number of decimal places. Rounds decimals to a specified degree of accuracy. Adds & subtracts decimals including questions involving whole numbers. Multiplies decimals by whole numbers. Divides decimals by powers of ten. Recognises and uses the calculator to evaluate questions involving simple order of operations. Performs operations involving money. | Rounds decimals to a specified degree of accuracy with implications for other place values. Estimates & checks the validity of their answers. Orders a mixture of whole numbers & decimals. Multiplies decimals. Divides decimals by whole numbers. Solves problems involving the applications of decimals in familiar situations. Uses the calculator to evaluate questions involving complex order of operations. | Orders rational numbers. Divides decimals. Solves problems involving the applications of decimals in most new situations. | Solves problems involving the applications of decimals in all new situations. |
| Number - | Recognises and | Understands | Represents | Performs | Solves |

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| <p>directed number</p> | <p>writes directed numbers. Represents directed numbers on a given number line or diagram. Orders positive directed numbers. Performs addition of directed numbers with the aid of a diagram. Recognises a number plane. Plot & read points in the first quadrant on a given number plane.</p> | <p>the term “integer”. Represents integers on a number line or diagram. Orders integers. Performs simple addition and subtraction of integers sometimes using a diagram. Performs simple multiplication & division of integers. Plots & reads points in all quadrants on a given number plane.</p> | <p>directed numbers on a number line or diagram. Orders directed numbers. Performs addition, subtraction, multiplication and division of integers. Performs simple calculations involving order of operations. Solves problems involving the applications of directed numbers in familiar situations. Identifies the features of a number plane. Draws a number plane & plots and reads points (integers only). Uses the calculator to perform simple operations with directed number.</p> | <p>complex operations involving order of operations. Performs addition, subtraction, multiplication and division of directed numbers. Solves problems involving the applications of directed numbers in most new situations. Describes a number plane. Plots and reads rational numbers. Uses the calculator to perform more complex operations with directed number.</p> | <p>problems involving the applications of directed numbers in all new situations.</p> |
| <p>Number - percentages</p> | <p>Recognises and uses the percentage symbol. Recognises a percentage as part of 100. Recognises the use of percentages in every day life. Converts percentages to decimals & common fractions with a denominator of 100 and vice versa.</p> | <p>Represents percentages in diagrammatic form. Converts whole number percentages to common fractions in their simplest form. Recognises $100\% = 1$ etc. Converts fractions where the denominator is a factor of 100 to a percentage. Calculates a percentage of a quantity.</p> | <p>Converts whole number percentages to mixed numerals. Converts common fractions to percentages. Converts mixed numerals into percentages. Expressing one quantity as a percentage of another. Increases and decreases a quantity by a given percentage. Solves problems involving the</p> | <p>Converts percentages with fractions into decimals and fractions in simplest form. Solves problems involving the applications of percentages in most new situations.</p> | <p>Solves problems involving the applications of percentages in all new situations.</p> |

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| | | Uses the calculator to perform operations with percentages. | applications of percentages in familiar situations. | | |
| Number - number theory | Recognises that numbers can be represented by different shapes. Recognises odd and even numbers. | Recognises and names different types of numbers. Distinguishes between and lists multiples and factors of given numbers. Recognises divisibility by 2,5 & 10. | Finds HCF and LCM. Uses a factor tree to represent a number as a product of its prime factors. Recognises divisibility by 3,4,6,8 & 9. Solves problems involving the applications of number theory in familiar situations. | Uses a factor tree to represent a number as a product of its prime factors in index form. Uses divisibility tests. Solves problems involving the applications of number theory in most new situations. | Uses a factor tree to represent a number as a product of its prime factors in index form and hence finds LCM, HCF square roots & cube roots. Solves problems involving the applications of number theory in all new situations. |
| Number - ratio and rates | Recognises, writes and describes a simple ratio using concrete examples involving only two quantities. Recognises the importance of order in a ratio and the need for quantities to be of the same kind if appropriate. Simplify a whole number ratio by dividing. Writes a ratio as a fraction. Recognises rates in everyday situations. | Writes a ratio as a fraction in simplest form. Recognises equivalent ratios. Simplifies a whole number ratio by multiplying or dividing. Solves problems involving rates in everyday situations with some assistance. | Simplifies a ratio in all forms. Divides a quantity into a given ratio. Converts rates from one form to the other where only one quantity needs changing. Solves problems involving rates in everyday situations. Comparing rates with assistance. Solves problems involving the applications of rates & ratios in familiar situations. Uses the calculator to perform basic simplification of ratios & rates. | Divides a quantity in a given ratio within an application. Converts rates from one form to the other. Comparing rates. Solves problems involving the applications of rates and ratios in most new situations. Uses the calculator to perform more complex simplification of ratios and rates. | Recognises the relationship between ratios, fractions, decimals and percentages. Solves problems involving the applications of rates and ratios in all new situations. |
| Data handling | Given an | Determines the | Displays | Solves | Solves |

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| | appropriate method, collects data and displays in table, chart or graph. Reads and interprets simple charts, tables and graphs. Can determine some measures of central tendency in simple situations. | most appropriate mode for data collection, displays data in an appropriate form. Reads & interprets and predicts from charts, tables and graphs including histograms. Can calculate all measures of central tendency and range in most situations. With guidance recognises some misuses of statistical processes and measures. | understanding of discrete and continuous data. Able to construct appropriate tables, charts and graphs accurately. Able to determine an appropriate measure of central tendency and interpret significance of the range. Independently identifies some misuses of statistical processes and measures. | problems involving data handling in most new situations. | problems involving data handling in all new situations. |
| Geometry | Manipulates, describes and sketches 2D and 3D shapes. Identifies similar and congruent figures by inspection. Identifies, names and sketches angles and, by inspection, finds size of missing angles. Uses compass, ruler and protractor in simple situations. Given Pythagoras' rule can find length of hypotenuse. | Classifies 2D and 3D shapes by mathematical properties using appropriate terminology and notation. Can show figures are congruent and similar in guided situations. Makes use of relationships formed when straight lines intersect in simple situations. Bisections angles and intervals, constructs 90° & 60° angles and their multiples. States and uses Pythagoras' theorem to find hypotenuse. | Identifies congruent and similar figures stating relevant conditions. Makes use of relationships formed when straight lines intersect more complex situations. Uses construction skills for more complex activities. States and uses Pythagoras' theorem to find any side. | Solves problems involving geometry in most new situations. | Solves problems involving geometry in all new situations. |
| Algebra | Describes | Writes | Generates | Uses an | Demonstrates |

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| | <p>patterns using words. Recognises invisible multiplication sign and collects simple like terms. Can evaluate expressions and formulae following simple numerical substitution (positive integers only). Solves single step equations (by inspection). Plots an ordered pair on the number plane.</p> | <p>descriptions of patterns using pronumerals. Uses index laws in simple situations. Collects like terms in more difficult situations. Expands simple algebraic expressions. Evaluates most expressions and formulae following substitution (may include directed number). Solves multi-step equations where pronumerals are on one side only. Generates ordered pairs from linear algebraic relationships and plots accurately.</p> | <p>multiple descriptions of a pattern using pronumerals. Demonstrates the capacity to use index laws in complex situations. Expands algebraic expressions with more complex terms. Factorises simple algebraic expressions. Solves linear equations where pronumerals are on both sides. Generates ordered pairs from non-linear relationships.</p> | <p>algebraic description of a pattern in reverse. Solves problems involving algebra in most new situations.</p> | <p>thorough capacity to solve problems involving algebraic description of patterns. Solves problems involving algebra in all new situations.</p> |
| Working mathematically | <p>Applies given mathematical techniques to solve simple problems with guidance.</p> | <p>Applies given mathematical techniques to solve problems. Describes the processes involved using mathematical language in one mode (oral, written or graphical).</p> | <p>Determines and applies appropriate mathematical techniques in the solution of problems. Describes the processes involved by using appropriate mathematical language in one mode (oral, written or graphical).</p> | <p>Interprets a problem and selects from a range of strategies to solve a problem. Generalises the solution, with help. Develops an opinion about the solution.</p> | <p>Uses their opinion about a solution to discuss its strengths and weaknesses. Generalises the solution and uses it to solve related problems.</p> |
| Measurement | <p>Chooses appropriate units and converts between them. Measures</p> | <p>Calculates length, area, mass, volume and capacity. Calculates perimeter and</p> | <p>Estimates length, area, mass, volume and capacity. Calculates the perimeter and</p> | <p>Converts between units involving area and volume. Compares</p> | <p>Solves problems involving the applications of measurement in all new</p> |

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| | quantities such as length, area, mass, volume and capacity. Calculates perimeter and area of rectangles and squares. Performs calculations involving time. Calculates simple volume. Recognises scale drawings. | area of squares, rectangles, triangles and circles. Calculates the volume of simple right prisms. Interprets scale drawings. Determines local time in various time zones. | area of composite figures. Calculates the volume of right prisms and cylinders, with help. Creates scale drawings, given the scale. Solves problems involving the applications of measurement in familiar situations. | length, area, mass, volume and capacity in a range of practical applications. Estimates perimeter and area of composite figures. Estimates volume and calculates volume of cylinders. Solves problems involving the applications of measurement in most new applications. | situations. |
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Stage 4 SCIENCE

| Report Outcome | Elementary Achievement (E) | Basic Achievement (D) | Sound Achievement (C) | Thorough Achievement (B) | Extensive Achievement (A) |
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| Demonstrates knowledge and understanding | With guidance, identifies examples of past and present effects of science. Recalls some simple scientific information. | Identifies examples of past and present effects of science. Recalls some scientific information and uses descriptions. | Identifies examples of past and present effects of science on society, technology and the environment. Provides descriptions of scientific information. | Identifies examples of past and present effects of science on society, technology and the environment and their interactions. Describes scientific information using models, theories and laws, systems and structures. | Discusses examples of past and present effects of science on society, technology and the environment and their interactions. Explains scientific information using models, theories and laws, systems and structures. |
| With guidance, plans and | With guidance, follows | Follows instructions | Independently follows a | With guidance clarifies the | Independently clarifies the |

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| conducts investigations | instructions to complete simple first-hand investigations. | and, with guidance, completes first-hand investigations. | sequence of instructions to complete first-hand investigations and with guidance produces plans for simple first-hand investigations. | purpose of an investigation and produces a plan for a first-hand investigation. Independently follows a sequence of instructions to complete first-hand investigations. | purpose of an investigation and follows a sequence of instructions to complete a first-hand investigation. With guidance, produces plans for first-hand investigations. |
| Communicates information and understanding by gathering, processing, analysing and presenting relevant information. | With guidance, gathers relevant information. | Gathers and communicates relevant information. | Gathers and communicates relevant information and with guidance processes it. | Gathers, processes, communicates and with guidance analyses, relevant information. | Gathers, processes, analyses and communicates relevant information. |
| Solves problems using identified strategies | With guidance, identifies some factors that would need to be taken into account when solving a familiar problem. With guidance, makes inferences from limited observations. | Identifies some factors that would need to be taken into account when solving a familiar problem. Makes inferences from limited observations. | Uses given strategies to suggest plausible solutions for familiar problems. Makes inferences from data and information. | Uses appropriate strategies to develop plausible solutions for familiar problems. With guidance draws valid conclusions based on relevant data and information. | Uses appropriate strategies to develop plausible solutions for a range of problems. Draws valid conclusions based on relevant data and information. |

Stage 4 HISTORY

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| Report Outcome | Achievement (E) | Achievement (D) | Achievement (C) | Achievement (B) | Achievement (A) |
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| Chronology | recognises some historical events in chronological order. | recounts and can sequence some historical events in chronological order. | recounts and sequences historical events and shows an understanding of time, change and continuity. | can demonstrate an understanding of historical events, their timing, continuity, change and causation. | can draw conclusions based on understanding of time, continuity, change and causation. |
| Use of Historical Information | locates simple historical and cultural information from selected sources, with guidance. | locates and can select relevant historical and cultural information from sources, using a range of processes and technology, with some guidance. | locates and selects historical and cultural information from various sources, using a range of processes, including technology, to address simple problems and issues, with some guidance. | uses some relevant historical and cultural information and evidence to explain challenging issues and problems, using a range of processes, including technology. | evaluates historical and cultural information to explain problems and issues, using a range of processes, including technology, independently. |
| Comprehension of Historical Information | describes the basic meaning of some historical/ indigenous sources. | identifies the meaning and context of some historical/ indigenous sources and can draw limited conclusions about them. | identifies the meaning, context and purpose of selected historical/ indigenous sources, draws some conclusions and makes simple deductions about their usefulness. | reasonably explains meaning, context and purpose of historical/ indigenous sources, can draw conclusions and deduce their usefulness. | explains the meaning, context and purpose of selected historical/ indigenous sources, draws relevant conclusions and reasonably evaluates their usefulness. |
| Interpretation and Historical Perspective | recognises a single perspective, with guidance. | recognises simple perspectives and historical interpretations, with some guidance. | develops some perspectives and historical interpretations, with limited guidance. | can explain some perspectives and historical interpretations, independently. | compares and argues selected historical interpretations and perspectives reasonable independence. |
| Use of Historical Terminology | uses some simple historical terms. | uses some historical terms in appropriate contexts to | uses historical terms and concepts within appropriate | uses relevant historical terms and concepts to answer | explains and can integrate relevant historical terms and concepts |

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| | | answer simple questions. | contexts to answer questions. | reasonably challenging questions. | into reasonable arguments. |
| Communication of Historical Information | recounts aspects of the past in simple written, verbal and graphic forms for familiar audiences. | can recount past information, using prescribed written, verbal and graphic forms to communicate with a familiar audience. | explains past information and selects appropriate form(s) to communicate effectively. | discusses past information, communicating coherently and responsively in the chosen form(s). | discusses and argues complex past information, communicating critically and confidently in the chosen form(s). |

Stage 4 GEOGRAPHY

| Report Outcome | Elementary Achievement (E) | Basic Achievement (D) | Sound Achievement (C) | Thorough Achievement (B) | Extensive Achievement (A) |
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| Identifies and organises geographical information | Gathers data with guidance. | Selects relevant data. | Interprets data. | Evaluates the quality and relevance of data. | Independently collects and analyses data. |
| Discusses geographical issues from a range of perspectives | Recognises examples of geographic issues. | Identifies and describes geographic issues. | Uses knowledge and understanding to explain contemporary issues. | Applies knowledge and understanding of a variety of geographic issues to other situations. | Expresses informed opinions on a variety of geographic issues. |
| Describes the interrelationships between people and environments | Requires guidance to recognise spatial patterns. Relies on guidance to recognise simple associations. | Recognises some spatial patterns. Recognises simple associations. | Recognises and describes some spatial patterns. Recognises multiple associations. | Describes and accounts for spatial patterns. Describes complex associations. | Accounts for and predicts spatial patterns. Describes and accounts for complex associations. |
| Explains and understands geographical knowledge and skills | Recalls isolated facts and examples of a variety of global environments and communities. Asks questions for direction or specific factual information. | Describes a variety of patterns, changing environments and communities. Draws simple conclusions. | Describes relationships within a variety of patterns, changing environments and communities. Makes generalisations. | Describes and accounts for relationships within a variety of patterns, changing environments and communities. Makes inferences and predictions. | Analyses and provides explanation for a variety of patterns, changing environments and communities. Initiates inquiry and discussion. |

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| Communicates geographical information effectively | Reports in provided formats. Participates in group activities. | Communicates in more than one medium. Contributes to group activities. | Communicates clearly in more than one medium. (Including communication technologies). Contributes effectively to group activities. | Selects and organises appropriate methods of communication. Communicates clearly in these mediums. (Including communication technologies). Works constructively in groups. | Communicates in a comprehensive and creative manner using more than one medium. (Including communication technologies). Initiates and plans group activities. |
| Demonstrates an appreciation for the value of global citizenship | Shows little or no understanding of the need for global citizenship. | Shows limited understanding of the need for global citizenship. | Exhibits an understanding of the need for global citizenship. | Understands and explains the need for global citizenship. | Understands and exhibits an active appreciation of the need for global citizenship. |

Stage 4 Technology

| Report Outcome | Elementary Achievement (E) | Basic Achievement (D) | Sound Achievement (C) | Thorough Achievement (B) | Extensive Achievement (A) |
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| Knowledge, understanding and appreciation of design processes, ethical, social and environmental responsibility, innovation and emerging technologies and the work of designers and technologists | Submits/does not submit a design project and folio by applying aspects of design process that may/or may not respond to the design specifications and identified needs of the brief in the context area studied. | Completes design project and folio by applying aspects of the design process that responds to the design specifications and identified needs of the brief in the context area studied. | Completes and evaluates a design project and folio by applying aspects of the design process that responds to the design specifications and identified needs of the brief in the context area studied. | Completes and evaluates a quality design project and folio by applying aspects of the design process that responds to the design specifications and identified needs of the brief in the context area studied. | Completes and evaluates a quality design project and folio by applying the design process that responds to the design specifications and identified needs of the brief in the context area studied. |
| Knowledge and skills in researching, exploring, generating and communicating design ideas and solutions | Demonstrates minimal evidence of research methods to explore design ideas and limit production problems. | Demonstrates some research methods to explore design ideas and limit production problems. | Applies research methods to explore design ideas and limit production problems. | Applies appropriate research methods to explore design ideas and limit production problems. | Distinguishes between, and applies, the most appropriate research methods to explore design ideas and limit |

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| Knowledge, understanding and skills in the responsible selection and safe use of materials, tools and techniques, in the creation of quality projects | Uses a limited range of contemporary tools, materials and techniques requiring constant supervision and assistance in the development of the design project. | Uses a limited range of contemporary tools, materials and techniques safely with teacher assistance in the development of the design project. | Uses a range of contemporary tools, materials and techniques safely and with some accuracy in the development of the design project. | Uses a range of contemporary tools, materials and techniques with confidence, safety and accuracy in the development of the design project. | Uses a range of contemporary tools, materials and techniques independently with confidence, safety and accuracy in the development of the design project. |
| Knowledge, understanding and appreciation of the impact of innovation and emerging technologies on activities of design and production | Provides little evidence of technologies in context area studied | Describes technologies in context area studied. | Describes some innovation and emerging technologies in context area studied. | Identifies and describes innovation and emerging technologies in context area studied. | Identifies, describes and evaluates innovation and emerging technologies in context area studied. |
| Knowledge and skills in managing and making quality projects to successful completion | Management processes not evident to ensure completion of a design project. | Demonstrates some management processes to completion a design project. | Applies management processes to complete a design project. | Applies management processes to complete a quality design project. | Applies management processes to ensure completion of a quality design project. |
| Knowledge and skills in the evaluation of the work of designers and technologists and reflection on the success of their own development and production | Provides limited evidence of evaluation of design decisions related to design project. | Evaluates some design decisions related to design project. | Evaluates design decisions related to design project. | Evaluates ethical and responsible design decisions related to design project. | Evaluates and justifies ethical and responsible design decisions related to design project. |