



Schola Europaea / Office of the Secretary-General

Pedagogical Development Unit

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## **Attainment Descriptors for non-denominational Ethics – Secondary cycle**

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Approved by the Joint Teaching Committee at its meeting on 10 and 11 October 2019 in Brussels

Immediate entry into force

## Overview of the competences

Competences	Cycle 1	Cycle 2	Cycle 3
<b>Feeling and experiencing</b>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Express themselves clearly</li> <li>• Listen to other points of view</li> <li>• Respect differences</li> <li>• Show respect towards others</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Express themselves, communicate (verbal and nonverbal expression) and create</li> <li>• Compare their own experience to others and accept confrontation and conflicts</li> <li>• Develop the moral courage to resist to peer pressure, prejudice and discrimination</li> <li>• Use their imagination to fully understand others' viewpoint and show empathy for others</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Approach and embrace moral concepts and reflections</li> <li>• Overcome inhibitions to constructive verbal and nonverbal communication</li> <li>• Develop empathy towards others and acceptance towards their views</li> <li>• Have courage to refuse non-convincing arguments or pseudo-solutions</li> </ul>
<b>Thinking</b>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• See the difference between an opinion and objective facts</li> <li>• Find arguments for their own opinion</li> <li>• Develop their critical thinking and their own reflection</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Understand moral concepts, reflections and theories, and develop moral judgments</li> <li>• Evaluate opinions and information in regard to the sources</li> <li>• Develop structured arguments and critical thinking. Compare perspectives and take a step back from their own convictions.</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Understand theoretical moral concepts, reflections and theories, and develop different types of moral judgments</li> <li>• Evaluate opinions and information, and analyse the sources</li> <li>• Develop rigorous argumentation based on the principles of consistency and coherence</li> <li>• Develop critical thinking and self-reflection. Allow and compare perspectives, and change if necessary own judgement and priorities</li> </ul>
<b>Choosing, acting and producing</b>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Make sound and reasonable moral judgments based on democratic and humanistic values</li> <li>• Become aware of their own responsibilities towards themselves and others</li> <li>• Understand that this has consequences in real life and act upon it</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Understand and integrate the core ethical values of a humanistic and democratic society based on cooperation and dialogue</li> <li>• Grow a sense of responsibility towards others and be able to act upon this in different contexts</li> <li>• Take initiative and engage in projects</li> </ul>	<p><i>Pupils in ethics should</i></p> <ul style="list-style-type: none"> <li>• Take initiative and engage in projects</li> <li>• Express and present theoretical concepts, communicate clearly (verbal and nonverbal expression). Establish references to and retrieve ideas from any other relevant course</li> <li>• Grow a sense of responsibility towards others and be able to act upon this in different contexts (class and school environment, political and social context ...)</li> <li>• Understand and assimilate the core ethical values of a humanistic and democratic society based on tolerance, cooperation and dialogue</li> </ul>

## Attainment descriptors cycle 1 (S1-S3)

Mark	Denominator	Alphabetical mark	Competences	Descriptors
9.0-10	Excellent	A	Feeling and experiencing	Pupils express their point of view using <b>clear and concise language</b> . They use <b>relevant and excellent examples</b> to prove this. They <b>always</b> listen to others, try to understand them and build on their ideas. They <b>always</b> show respect towards others.
			Thinking	Pupils have a <b>clear, coherent and precise</b> view of the moral problem. They <b>skillfully distinguish</b> the difference between objective facts and their own opinion.  They can find a <b>broad</b> series of examples and arguments to defend it. They <b>thoroughly</b> understand the arguments of others. By doing this, they can give <b>nuanced</b> criticism of the views of others and their own.
			Choosing, acting and producing	Pupils show that they are able to make <b>sound and reasonable</b> moral judgements based on democratic and <b>humanistic</b> values. They are <b>taking initiatives</b> and taking <b>full responsibility</b> for their own actions.
8.0-8.9	Very Good	B	Feeling and experiencing	Pupils express their point of view using <b>clear and good language</b> and use <b>relevant examples</b> to prove their point. They often listen to others and try to understand their views. They <b>almost always</b> show respect towards others
			Thinking	Pupils have a <b>clear and coherent</b> view of the moral problem. They <b>skillfully distinguish</b> the difference between objective facts and their own opinion. They can find <b>relevant</b> examples and arguments to defend it. They <b>understand</b> the arguments offered by others and can give critical comments.
			Choosing, acting and producing	Pupils show that they are able to make <b>good and reasonable</b> moral judgements based on democratic and <b>humanistic</b> values. They are <b>actively participating</b> and <b>taking responsibility</b> for their actions.

7.0-7.9	Good	C	Feeling and experiencing	Pupils express their point of view clearly and use <b>adequate examples</b> to prove their point. They <b>listen</b> to others and try to understand their point of view. They <b>often show respect</b> towards others.
			Thinking	Pupils have a <b>clear</b> view of the moral problem. They <b>distinguish</b> the difference between objective facts and their own opinion. They use some <b>relevant</b> examples and arguments to defend it. They <b>understand</b> the arguments offered by others.
			Choosing, acting and producing	Pupils show that they are willing to make <b>good</b> moral judgements based on democratic and <b>humanistic</b> values. They are <b>willing</b> to participate and <b>take their share</b> of responsibility.
6.0-6.9	Satisfactory	D	Feeling and experiencing	Pupils <b>try to express a point of view in a clear and adequate way</b> . They use <b>examples</b> to prove their point. They are willing <b>to listen</b> to others and understand their point of view. They <b>try to show respect</b> towards others.
			Thinking	Pupils <b>generally</b> identify the moral problem. They <b>partially</b> distinguish the difference between objective facts and their own opinion. They use <b>some</b> examples and arguments to defend it. They <b>try to understand</b> the arguments offered by others.
			Choosing, acting and producing	Pupils make <b>satisfactory</b> moral judgements although they are not always fully <b>aware</b> of the values underlying them. They are <b>participating</b> and willing to take responsibility but still <b>need encouragement</b> .
5.0-5.9	Sufficient	E	Feeling and experiencing	Pupils express their point of view in <b>non-complex language without using examples</b> . They <b>only partially listen</b> to their classmates <b>or</b> respect others.
			Thinking	Pupils <b>generally</b> identify the moral problem. They have a <b>hard time</b> seeing the difference between objective facts and their own opinion. They use <b>poor</b> examples and arguments to defend it. They <b>try to understand</b> the arguments offered by others.
			Choosing, acting and producing	Pupils are <b>not always aware</b> of the values underlying their moral judgements. They need <b>constant</b> encouragement to participate and take their responsibility.

3.0-4.9	Failed (Weak)	F	Feeling and experiencing	Pupils <b>fail</b> to express their opinion clearly. They are <b>not always</b> willing to listen to others or fail to take into account the reaction and opinion of others. They are <b>not always</b> willing to respect others.
			Thinking	Pupils <b>fail</b> to understand the moral problem. They have a <b>hard time</b> seeing the difference between objective facts and their own opinion. They offer little or no examples to defend it. They <b>do not understand</b> the arguments offered by others.
			Choosing, acting and producing	Pupils are <b>unaware</b> of the values underlying their moral judgements. They are <b>reluctant</b> to participate and take responsibility. .
0-2.9	Failed (Very Weak)	FX	Feeling and experiencing	Pupils show <b>little or no</b> willingness to <b>express themselves or participate, even in a simple way</b> . They <b>do not</b> want to listen to other points of view and <b>show little or no respect</b> towards others.
			Thinking	Pupils <b>fail</b> to understand the moral problem. They <b>fail</b> to see the difference between objective facts and their own opinion. They offer <b>no examples</b> to defend it. They <b>refuse</b> to listen to the arguments of others.
			Choosing, acting and producing	Pupils are <b>unwilling</b> to make moral judgements and unaware of democratic values. They <b>refuse</b> to participate and to take their own responsibility.

## Attainment descriptors cycle 2 (S4-S5)

Marks	Denominator	Alphabetical marks	Competences	Descriptors
9.0-10	Excellent	A	<b>Feeling and experiencing</b>	Pupils introduce a moral subject or problem in <b>comprehensive</b> and <b>very clear</b> language and in a <b>highly</b> communicative manner. They <b>consistently</b> and <b>accurately</b> take into account the reactions and opinions of others. They show <b>genuine and profound</b> empathy towards others. They <b>actively resist</b> peer pressure, prejudice and discrimination.
			<b>Thinking</b>	Pupils <b>easily</b> understand and assimilate moral concepts, and are able to <b>fully</b> integrate them into their social context. They <b>precisely</b> understand the conceptual meaning of opinions and arguments from others. They can <b>autonomously</b> discover the relevance of a source of information. They demonstrate <b>excellent</b> ability to elaborate sound moral judgements and they <b>consistently</b> confront the points of view of others to their own judgements and <b>fully</b> understand the arguments.
			<b>Choosing, acting and producing</b>	Pupils behave according to humanistic and democratic values. They <b>fully understand</b> the consequences of their moral choices and <b>act consistently</b> upon them. In their acts and words, they have a <b>strong sense of responsibility</b> towards others. Pupils <b>actively</b> make constructive proposals that <b>clearly enrich</b> the course and <b>constantly contribute</b> to the lessons and/or realisation of projects.
8.0-8.9	Very Good	B	<b>Feeling and experiencing</b>	Pupils introduce a moral subject or problem in <b>very broad</b> and <b>clear</b> language and in a <b>deeply</b> communicative manner. They <b>consistently</b> and <b>accurately</b> take into account the reactions and opinions of others. They show <b>genuine</b> empathy towards others. They <b>resist</b> peer pressure, prejudice and discrimination.

			<p><b>Thinking</b></p> <p>Pupils <b>easily</b> understand moral concepts and are able to <b>mostly</b> integrate them into their social context.</p> <p>They <b>accurately</b> understand the conceptual meaning of opinions and arguments from others. They can discover the relevance of a source of information.</p> <p>They demonstrate <b>great</b> ability to elaborate sound moral judgements and they <b>occasionally</b> confront the points of view of others to their own judgements and have a <b>very good</b> understanding of the arguments.</p>
			<p><b>Choosing, acting and producing</b></p> <p>Pupils behave according to humanistic and democratic values.</p> <p>They <b>fully understand</b> the consequences of their moral choices and do <b>act consistently</b> upon them. In their acts and words, they have a <b>sense of responsibility</b> towards others.</p> <p>Pupils <b>do not hesitate</b> to make constructive proposals that <b>clearly enrich</b> the course and <b>voluntarily contribute</b> to the lessons and/or realisation of projects.</p>
7.0-7.9	Good	C	<p><b>Feeling and experiencing</b></p> <p>Pupils introduce a moral subject or problem in <b>appropriate</b> and <b>clear</b> language and in a <b>good</b> communicative manner.</p> <p>They demonstrate <b>good</b> ability in taking into account the reactions and opinions of others.</p> <p>They <b>show empathy</b> towards others. They <b>actively abstain</b> from peer pressure, prejudice and discrimination.</p>
			<p><b>Thinking</b></p> <p>Pupils <b>mostly</b> understand moral concepts and are able to integrate them into their social context with some <b>support</b> from peers or teachers.</p> <p>They understand the conceptual meaning of opinions and arguments from others, and they can discover the relevance of a source of information with some support from peers or teachers.</p> <p>They demonstrate <b>good</b> ability to elaborate sound moral judgements and they are able to confront the points of view of others with their own judgements and have a <b>good</b> understanding of the arguments with <b>some</b> support from peers or teachers.</p>
			<p><b>Choosing, acting and producing</b></p> <p>Pupils behave according to humanistic and democratic values.</p> <p>They <b>understand</b> the consequences of their moral choices and do <b>act consistently</b> upon them. In their acts and words, they have a <b>growing sense</b> of responsibility towards others.</p> <p>Pupils <b>make proposals and contribute</b> to the lessons and/or realisation of projects.</p>

6.0-6.9	Satisfactory	D	<b>Feeling and experiencing</b>	<p>Pupils introduce a moral subject or problem in <b>reasonable</b> language and in a <b>satisfactory</b> communicative manner.</p> <p>They take into account the reactions and opinions of others in a <b>satisfactory</b> manner.</p> <p>They show <b>some empathy</b> towards others. They <b>abstain from peer pressure</b>, prejudice and discrimination.</p>
			<b>Thinking</b>	<p>Pupils can understand moral concepts and are able to integrate them into their social context with <b>significant</b> support from peers or teachers.</p> <p>They can understand the conceptual meaning of opinions and arguments from others and the relevance of a source of information with <b>significant</b> support from peers or teachers.</p> <p>They demonstrate <b>fair</b> ability to elaborate sound moral judgements and they are able to confront the points of view of others with their own judgements and understand the arguments with <b>significant</b> support from peers or teachers.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils <b>generally</b> behave according to humanistic and democratic values.</p> <p>They are <b>aware</b> of the consequences of their moral choices and are <b>partially open to</b> cooperation and dialogue.</p> <p>Pupils make proposals and contribute to the class <b>when asked</b>.</p>
5.0-5.9	Sufficient	E	<b>Feeling and experiencing</b>	<p>Pupils introduce a moral subject or problem in <b>basic</b> language and in a <b>sufficient</b> communicative manner.</p> <p>They take into account the reactions and opinions of others in a <b>satisfactory</b> manner.</p> <p>It is <b>often hard</b> for them to show empathy. They <b>lack confidence</b> to resist peer pressure and <b>do not always resist</b> prejudice and discrimination.</p>
			<b>Thinking</b>	<p>Pupils can understand simple moral concepts and are able to <b>correlate</b> them with their social context.</p> <p>They are only able to understand the conceptual meaning of opinions and arguments from others when presented and entirely explained to them.</p> <p>They demonstrate <b>some</b> ability to elaborate sound moral judgements and they are willing to confront the points of view of others with their own judgements and arguments when presented and entirely explained to them.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils <b>generally</b> behave according to humanistic and democratic values.</p> <p>They are <b>partially aware</b> of the consequences of their moral choices and are <b>hesitant</b> to participate and to adopt moral behaviour towards others.</p> <p>Pupils are <b>fairly passive</b> and make almost <b>no personal contribution</b>.</p>

3.0-4.9	Failed (Weak)	F	Feeling and experiencing	<p>Pupils <b>partially fail</b> to introduce a moral subject or problem. The language they use is not clear and accurate.</p> <p>They have <b>weak</b> communication and presentation skills. They <b>hardly take</b> into account the reactions and opinions of others.</p> <p>They show <b>little or no empathy</b>. They are <b>influenced by peer pressure</b> and they are <b>biased and prejudiced</b> against others.</p>
			Thinking	<p>Pupils <b>struggle</b> to understand simple moral concepts and to correlate them with their social context.</p> <p>They <b>struggle</b> to understand the conceptual meaning of opinions and arguments from others.</p> <p>They demonstrate <b>little</b> ability to elaborate basic moral judgements and they have <b>difficulties</b> confronting the points of view of others with their perspective.</p>
			Choosing, acting and producing	<p>Pupils generally <b>do not</b> behave according to humanistic and democratic values.</p> <p>They are <b>unaware</b> of the consequences of their moral choices and are <b>reluctant to participate</b> and adopt moral behaviour towards others.</p> <p>Pupils are <b>passive</b> and/or <b>trying to sabotage</b> lessons or projects.</p>
0-2.9	Failed (Very Weak)	FX	Feeling and experiencing	<p>Pupils <b>do not identify at all</b> with a moral subject or problem.</p> <p>Their language skills are <b>very limited and poor</b>. They have very <b>poor communication and presentation skills</b>. They do not take in account the reactions and opinions of others.</p> <p>They show no empathy. They are <b>highly influenced</b> by peer pressure and are <b>highly prejudiced and biased</b> against others.</p>
			Thinking	<p>Pupils are <b>unable</b> to understand simple moral concepts.</p> <p>They are <b>unable</b> to understand the conceptual meaning of opinions and arguments from others.</p> <p>They <b>do not</b> demonstrate any ability to elaborate basic moral judgements and they are <b>unable</b> to confront the points of view of others with their own perspective.</p>
			Choosing, acting and producing	<p>Pupils <b>do not</b> behave according to humanistic and democratic values.</p> <p>They <b>do not care</b> about the consequences of their moral choices and <b>refuse</b> to consider others.</p> <p>Pupils <b>do not contribute</b> at all and/or <b>often</b> try to sabotage lessons or projects.</p>

## Attainment descriptors cycle 3 (S6-S7)

Marks	Denominator	Alphabetical marks	Competences	Descriptors
9.0-10	Excellent	A	<b>Feeling and experiencing</b>	<p>Pupils show <b>considerable</b> interest in a moral subject or a psycho-socially relevant problem.</p> <p>They introduce a moral subject or a psycho-socially relevant problem in a <b>substantive, highly open and constructive</b> manner.</p> <p>They <b>always</b> consider the reactions, opinions and emotions of others <b>without</b> prejudice, and assess them <b>rationally</b>.</p>
			<b>Thinking</b>	<p>Pupils understand and assimilate <b>highly</b> theoretical and <b>complex</b> moral concepts or theories. They see <b>in depth</b> the diversity of approaches related to the question.</p> <p>They <b>identify and compare</b> different levels and sources of information <b>precisely</b>. They show a <b>highly</b> comprehensive understanding of the context.</p> <p>They demonstrate <b>excellent</b> ability to elaborate a structured argumentation. They show <b>great skill</b> in making sound moral judgements based on multiple criteria.</p> <p>They <b>consistently</b> integrate the points of view of others into their own judgements and arguments.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils do not hesitate to make <b>constructive</b> proposals that <b>clearly</b> enrich the course and constantly contribute to the realisation of the lessons or projects.</p> <p>They express and present a moral subject or a psycho-socially relevant problem in a <b>highly</b> comprehensive manner through <b>very clear</b> and conceptually precise language.</p> <p>They <b>fully</b> understand the consequences of their moral choices and do act consistently upon them, assuming them even if it is controversial.</p> <p>They <b>actively</b> promote attitudes and behaviours contributing to a humanistic and democratic society based on tolerance, cooperation and dialogue.</p>

8.0-8.9	Very Good	B	<b>Feeling and experiencing</b>	<p>Pupils show <b>very high</b> interest in a moral subject or a psycho-socially relevant problem.</p> <p>They introduce a moral subject or a psycho-socially relevant problem in a <b>very open</b> manner.</p> <p>They <b>often</b> consider the reactions, opinions and emotions of others with <b>little to no</b> prejudice, and assess them <b>intelligently</b>.</p>
			<b>Thinking</b>	<p>Pupils understand and assimilate theoretical and <b>complex</b> moral concepts or theories.</p> <p>Pupils accurately <b>identify and compare</b> different levels and sources of information. They show a <b>very</b> comprehensive understanding of the context.</p> <p>They demonstrate <b>very good</b> ability to elaborate a structured argumentation. They often make <b>good</b> moral judgements.</p> <p>They <b>fully</b> take into consideration the points of view of others.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils do not hesitate to make <b>constructive</b> proposals and <b>voluntarily</b> contribute to the realisation of the lessons and projects.</p> <p>They express and present a moral subject or a psycho-socially relevant problem in a <b>very</b> comprehensive manner through <b>very clear</b> and precise language.</p> <p>They <b>fully</b> understand the consequences of their moral choices and do act upon them, assuming them even if it is controversial.</p> <p>They promote attitudes and behaviours contributing to a humanistic and democratic society based on tolerance, cooperation and dialogue.</p>
7.0-7.9	Good	C	<b>Feeling and experiencing</b>	<p>Pupils show <b>high</b> interest in a moral subject or a psycho-socially relevant problem.</p> <p>They introduce a moral subject or a psycho-socially relevant problem in a <b>comprehensive</b> manner.</p> <p>They consider the reactions, opinions and emotions of others with <b>little</b> prejudice, and assess them.</p>
			<b>Thinking</b>	<p>Pupils understand and assimilate theoretical moral concepts or theories.</p> <p>They <b>understandably</b> identify and compare different levels and sources of information. They show a <b>comprehensive</b> understanding of the context.</p>

				<p>They demonstrate <b>good</b> ability to set up their arguments in a structured way. They sometimes make good moral judgements.</p> <p>They mostly take into consideration the points of view of others.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils make proposals and contribute to the realisation of the lessons and projects.</p> <p>They express and present a moral subject or a psycho-socially relevant problem in a comprehensive manner through <b>clear</b> and precise language.</p> <p>They understand the consequences of their moral choices, contemplate acting upon them and assume them.</p> <p>They promote attitudes and behaviours contributing to a humanistic and democratic society based on tolerance, cooperation and dialogue.</p>
<b>6.0-6.9</b>	<b>Satisfactory</b>	<b>D</b>	<b>Feeling and experiencing</b>	<p>Pupils show interest in a moral subject or a psycho-socially relevant problem.</p> <p>They introduce a moral subject or a psycho-socially relevant problem when asked.</p> <p>They consider the reactions, opinions and emotions of others, and can be asked to assess them. They show <b>some</b> empathy towards others.</p>
			<b>Thinking</b>	<p>Pupils understand and assimilate <b>common</b> moral concepts or theories.</p> <p>They <b>identify</b> different levels and sources of information. They show a <b>fair</b> understanding of the context.</p> <p>They demonstrate <b>fair</b> ability to set up their arguments. They make <b>adequate</b> and <b>simple</b> moral judgements.</p> <p>They <b>partially</b> take into consideration the points of view of others.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils make proposals and contribute to the class <b>when asked</b>.</p> <p>Their language is <b>coherent</b> and communication skills <b>satisfactory</b>.</p> <p>They are aware of the consequences of their moral choices and are <b>partially</b> open to cooperation and dialogue.</p>

5.0-5.9	Sufficient	E	Feeling and experiencing	<p>Pupils show <b>some or very little</b> interest in a moral subject or a psycho-socially relevant problem.</p> <p>They identify a moral subject or problem.</p> <p>They <b>occasionally</b> consider the reactions, opinions and emotions of others. They show <b>some to little</b> empathy towards others.</p>
			Thinking	<p>Pupils understand simple moral concepts.</p> <p>They understand the importance of the source of information. They show <b>some</b> understanding of the context.</p> <p>They demonstrate <b>some limited</b> ability to set up their arguments. They make <b>simple</b> moral judgements.</p> <p>They <b>do not fully</b> take into consideration the points of view of others.</p>
			Choosing, acting and producing	<p>Pupils are <b>fairly</b> passive.</p> <p>Their language is <b>sufficient</b>. They have <b>sufficient</b> communication and presentation skills.</p> <p>They are <b>partially</b> aware of the consequences of their moral choices and are hesitant to participate and to adopt moral behaviour towards others. They <b>do not</b> assume the consequences of their choices.</p>
3.0-4.9	Failed (Weak)	F	Feeling and experiencing	<p>Pupils show <b>very little</b> interest in the subjects or topics presented to them.</p> <p>They <b>partially fail</b> to identify a moral subject or problem.</p> <p>They do only <b>occasionally</b> consider the reactions, opinions and emotions of others. They show <b>very little</b> empathy towards others.</p>
			Thinking	<p>Pupils have <b>difficulties</b> understanding simple moral concepts.</p> <p>They are <b>unable</b> to understand the importance of the source of information.</p> <p>They have <b>very limited</b> ability to elaborate a structured argumentation. They make <b>poor</b> moral judgements.</p> <p>They do not show <b>any</b> particular interest in the point of view of others.</p>

			<b>Choosing, acting and producing</b>	<p>Pupils are <b>passive</b> and/or try to sabotage lessons or projects.</p> <p>Their language is <b>limited</b> and fairly poor. They have <b>poor</b> communication and presentation skills.</p> <p>They are <b>unaware</b> of the consequences of their moral choices and <b>refuse</b> to adopt moral behaviour towards others.</p>
<b>0-2.9</b>	<b>Failed (Very Weak)</b>	<b>FX</b>	<b>Feeling and experiencing</b>	<p>Pupils show <b>no</b> interest in the subjects presented to them.</p> <p>They <b>do not</b> identify a moral subject or problem.</p> <p>They <b>do not</b> consider the reactions, opinions and emotions of others. They show <b>no</b> empathy towards others.</p>
			<b>Thinking</b>	<p>Pupils are <b>unable</b> to understand simple moral concepts.</p> <p>They are <b>unable</b> to elaborate a structured argumentation. They show <b>no effort</b> in making any moral judgement.</p> <p>They show <b>no</b> interest at all in the points of view of others.</p>
			<b>Choosing, acting and producing</b>	<p>Pupils <b>do not</b> contribute at all and/or often try to sabotage the lessons or projects.</p> <p>Their language is <b>very limited</b> and poor. They have <b>very poor</b> communication and presentation skills.</p> <p>They <b>do not</b> care about the consequences of their moral choices and <b>refuse</b> to consider others.</p>