



2021-2022

Grade Descriptors Manual

Vice Principal's Letter

Dear Parents,

Another move forward for Brummana High School this year.

This year the school is introducing the Cambridge Grading System which comes as a natural move with the gradual implementation of the Cambridge programme in the whole school KG3-G12 except G9-12 LP.

Unlike previous years the grades will cease to be reported over a percentage scale but rather an alphabetical grade will be given for a respective range of percentage grade except for G9-G12 LP which will remain as a percentage.

In the Lower Secondary Division and up to G10 IP, the grades will extend from A* to F. However, for the A Level classes (G11-and 12 IP) the grades will extend from A to E. However, for G9-12 LP the grades will remain on the percentage scale as before.

The following manual includes the grade descriptors and the conversion scale between percentage and alphabetical grade for each subject.

Grade descriptors are supposed to inform about the grade range of your son /daughter and mainly it is a description about what your son /daughter have acquired in terms of knowledge, skills and understandings. It informs about what he/she needs to do to get a higher grade in the future.

For each subject the exhibited table has three columns: the first showing the letter grade, the second shows the corresponding percentage grade range, and the third column it describes in details the ability of your son and daughter.

Also for each subject we have at least two rubrics: one for the lower secondary classes and up to G10 IP and the other is for the A Level Classes G10/11 IP).

The conduct grades will be from A to C where A = Excellent behaviour, B = Good behaviour and C= behaviour needs improvement.

Finally, I hope that this manual will help you understand better our new grading system.

Should you have further inquiry kindly address them to the VPA.

Sincerely yours,

George Rizkallah

Vice Principal Academic & IB Coordinator
Brummana High School

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Arabic:

Grade: 7, 8 LP/IP & 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	المهارات المكتسبة بمستوى ممتاز . التمتع بمعرفة وفهم واسعين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة ممتازة لخصائص اللغة والتعبير الشفهي والمكتوب الدقيق للغاية.
A	80-89	المهارات المكتسبة بمستوى جيد جدًا. تمتع الطالب بمعرفة وفهم شاملين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة جيد جدًا لخصائص اللغة ودقة في التعبير الشفهي والكتابي.
B	70-79	المهارات المكتسبة بمستوى جيد. تمتع الطالب بمعرفة وفهم جيدين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة جيدة لخصائص اللغة ودقة في التعبير الشفهي والكتابي.
C	60-69	المهارات المكتسبة بمستوى مقبول. تمتع الطالب بمعرفة وفهم مقبولين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة مقبولة لخصائص اللغة ودقة في التعبير الشفهي والكتابي.
D	50-59	عدم امتلاك الطالب القدرة على استخدام وتطبيق المهارات المكتسبة. ضعف في المهارات التحليلية والتواصلية. ضعف في استخدام خصائص اللغة وفي التعبير الشفهي والكتابي.
E	40-49	عدم اكتساب الطالب المهارات المطلوبة. ضعف شديد في مهارات التحليل والتواصل. ضعف شديد وعدم وضوح في التعبير الشفهي والكتابي.

Grade: 11, 12 IP

Grade	Percentage Scale	Descriptor
A	80-100	المهارات المكتسبة بمستوى ممتاز . التمتع بمعرفة وفهم واسعين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة ممتازة لخصائص اللغة والتعبير الشفهي والمكتوب الدقيق للغاية.
B	70-79	المهارات المكتسبة بمستوى جيد جدًا. تمتع الطالب بمعرفة وفهم شاملين للمحتوى. القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة. إجادة جيد جدًا لخصائص اللغة ودقة في التعبير الشفهي والكتابي.
C	60-69	المهارات المكتسبة بمستوى جيد.



		<p>تمتع الطالب بمعرفة وفهم جيدين للمحتوى.</p> <p>القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة.</p> <p>إجادة جيدة لخصائص اللغة ودقة في التعبير الشفهي والكتابي.</p>
D	50-59	<p>المهارات المكتسبة بمستوى مقبول.</p> <p>تمتع الطالب بمعرفة وفهم مقبولين للمحتوى.</p> <p>القدرة على تطبيق المهارات المكتسبة في التحليل والمناقشة.</p> <p>إجادة مقبولة لخصائص اللغة ودقة في التعبير الشفهي والكتابي.</p>
E	40-49	<p>عدم امتلاك الطالب القدرة على استخدام وتطبيق المهارات المكتسبة.</p> <p>ضعف في المهارات التحليلية والتواصلية.</p> <p>ضعف في استخدام خصائص اللغة وفي التعبير الشفهي والكتابي.</p>

ARTS:**Grade: 7 LP/IP**

Grade	Percentage Scale	Descriptor
A*	90-100	Outstanding ability to observe, analyse and develop a deep critical thinking of the work of other artists. Exceptional skills in drawing and sketching. Understands fully the importance of using a variety of material and excels in it, while daring to step out of comfort zone. Excellent collaboration with other students.
A	80-89	Advanced ability to observe, analyse and develop a deep critical thinking of the work of other artists. Confident skills in drawing and sketching. Understands the importance of using a variety of material and can step out of comfort zone when asked. Regular collaboration with other students.
B	70-79	Some ability to observe, analyse and develop a deep critical thinking of the work of other artists. Competent skills in drawing and sketching. Recognises the importance of using a variety of material and can occasionally step out of comfort zone. Clear collaboration with other students.
C	60-69	Partial ability to observe, analyse and develop a deep critical thinking of the work of other artists. Satisfactory skills in drawing and sketching. Accepts the importance of using a variety of material but rarely steps out of comfort zone. Some collaboration with other students.
D	50-59	Limited ability to observe, analyse and develop a deep critical thinking of the work of other artists. Poor skills in drawing and sketching. Denies the importance of using a variety of material but rarely steps out of comfort zone. No collaboration with other students.

Grade: 8 LP/IP

Grade	Percentage Scale	Descriptor
A*	90-100	Excellent insight into cultural and environmental background. Can distinguishingly spot and analyse other artists' work. Smart connections in eras, styles, and techniques from others' art work. Extremely Skilful application of proportions and direction when drawing, using logic and techniques. Presents outstanding skills in shading showing degradation and studying light carefully as well as exploring fully new media and technics. Thrives in group work and collaborates to come up with fascinating and creative concepts.
A	80-89	Confident insight into cultural and environmental background. Reliable analysis of other artists' work.



		<p>Unfailing connections in eras, styles, and techniques from others' art work.</p> <p>Assertive application of proportions and direction when drawing, using logic and techniques.</p> <p>Presents very good skills in shading, showing degradation and studying light carefully as well as exploring surely new media and technics.</p> <p>Works positively in a group and collaborates to come up with good concepts.</p>
B	70-79	<p>Competent insight into cultural and environmental background.</p> <p>Clear analysis of other artists' work.</p> <p>Attempts at finding connections in eras, styles, and techniques from others' art work.</p> <p>Adequate Application of proportions and directions when drawing, using logic and techniques.</p> <p>Presents acceptable skills in shading, showing degradation and studying light as well as an interesting exploring new media and technics.</p> <p>Works positively in a group and collaborates to come up with good concepts.</p>
C	60-69	<p>Reasonable insight into cultural and environmental background.</p> <p>Practical analysis of other artists' work.</p> <p>Normal attempts at finding connections in eras, styles, and techniques from others' art work.</p> <p>Satisfactory application of proportions and directions when drawing, using logic and techniques.</p> <p>Presents acceptable skills in shading, showing degradation and studying light. Some exploration of new media and technics.</p> <p>Works tentatively within a group and collaborates to come up with simple concepts.</p>
D	50-59	<p>Limited insight into cultural and environmental background.</p> <p>Partial analysis of other artists' work.</p> <p>Unfinished attempts at finding connections in eras, styles, and techniques from others' art work.</p> <p>Basic application of proportions and directions when drawing.</p> <p>Presents undeveloped skills in shading, showing degradation and studying light.</p> <p>No exploration of new media and technics.</p>

Grade: 9, 10 (IGCSE)

Grade	Percentage Scale	Descriptor
A*	90-100	<p>Excellent skill in recording observations from a variety of relevant sources, showing intentions effectively.</p> <p>Excellent exploration of media, materials, techniques and processes, showing effective selection of relevant resources.</p> <p>Excellent development of ideas through investigation, demonstrating effective critical understanding.</p>



		Excellent realization of intentions, demonstrating effective understanding of visual language.
A	80-89	<p>Confident skill in recording observations from a variety of relevant sources, consistently showing intentions.</p> <p>Confident exploration of media, materials, techniques and processes, consistently selecting relevant resources.</p> <p>Confident development of ideas through investigation, consistently demonstrating critical understanding.</p> <p>Confident realization of intentions, consistently demonstrating understanding of visual language.</p>
B	70-79	<p>Competent skill in recording observations from a variety of relevant sources, showing clear intentions.</p> <p>Competent exploration of media, materials, techniques and processes, showing clear selection of relevant resources.</p> <p>Competent development of ideas through investigation, demonstrating clear critical understanding.</p> <p>Competent realization of intentions, demonstrating clear understanding of visual language.</p>
C	60-69	<p>Satisfactory skill in recording observations from several relevant sources, showing some intentions.</p> <p>Satisfactory exploration of media, materials, techniques and processes, showing some selection of relevant resources.</p> <p>Satisfactory development of ideas through investigation, demonstrating some understanding.</p> <p>Satisfactory realization of intentions, demonstrating some understanding of visual language.</p>
D	50-59	<p>Limited skill in recording observations from one or more sources, showing basic intentions.</p> <p>Limited exploration of media, materials, techniques and processes, showing basic selection of resources.</p> <p>Limited development of ideas through basic investigation.</p> <p>Limited realization of intentions, demonstrating a basic understanding of visual language.</p>

**G11, 12 IP (A LEVEL)**

Grade	Percentage Scale	Descriptor
A	80-100	<p>Excellent skill in recording observations and insights from a variety of sources, relevant to intentions Highly accomplished ability to reflect critically on work and progress.</p> <p>Exploration and selection of relevant resources, media, materials, techniques and processes are excellent. Highly accomplished and sophisticated ability to review and refine ideas as work develops.</p> <p>Excellent development of ideas through focused investigations.</p> <p>Analytical and critical understanding demonstrated through highly accomplished and mature referencing of personal, contextual and other sources.</p> <p>Excellent realization of intentions demonstrating an excellent use of visual language Highly accomplished and mature connections made between visual and other elements.</p>
B	70-79	<p>Confident skill in recording observations and insights from a variety of sources, relevant to intentions.</p> <p>Highly effective ability to reflect critically on work and progress.</p> <p>Confidently explores and selects relevant resources, media, materials, techniques and processes. Highly effective ability to review and refine ideas as work develops.</p> <p>Confident development of ideas through focused investigations</p> <p>Highly effective analytical and critical understanding demonstrated through thorough and careful referencing of personal, contextual and other sources. Confident realization of intentions demonstrating an effective use of visual language</p> <p>Highly effective connections made between visual and other elements.</p>
C	60-69	<p>Competent skill in recording observations and insights from a variety of sources, relevant to intentions Good ability to reflect critically on work and progress.</p> <p>Competent exploration and selection of relevant resources, media, materials, techniques and processes.</p> <p>Good ability to review and refine ideas as work develops.</p> <p>Competent development of ideas through focused investigations</p> <p>Good analytical and critical understanding demonstrated through careful referencing of personal, contextual and other sources.</p> <p>Competent realization of intentions demonstrating a good use of visual language Good connections made between visual and other elements.</p>
D	50-59	<p>Satisfactory skill in recording observations and insights from a variety of sources, relevant to intentions Adequate ability to reflect critically on work and progress.</p> <p>Adequate exploration and selection of relevant resources, media, materials, techniques and processes Satisfactory ability to review and refine ideas as work develops satisfactory development of ideas through focused investigations.</p> <p>Adequate analytical and critical understanding demonstrated through some referencing of personal, contextual and other sources.</p>



		Satisfactory realization of intentions demonstrating an adequate use of visual language Adequate connections made between visual and other elements.
E	40-49	Limited skill in recording observations and insights from a variety of sources, relevant to intentions Basic ability to reflect critically on work and progress. Limited exploration and selection of relevant resources, media, materials, techniques and processes Basic ability to review and refine ideas as work develops. Basic development of ideas Limited analytical and critical understanding demonstrated through basic referencing of personal, contextual and other sources. Limited realization of intentions demonstrating a basic use of visual language. Basic connections made between visual and other elements.



Design & Technology:

Grade: 7, 8 LP/IP & 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	Candidate shows mastery of all the core curriculum and an outstanding performance on the more design-orientated problems.
A	80-89	<p>The student can recognize, explain and apply DT concepts and principles across a variety of situations and produce ideas for solutions which are varied in form and detail and occasionally innovative.</p> <p>The student can convey a sequence of ideas in a fluent manner by the most appropriate means.</p> <p>Make detailed statements demonstrating an insight and awareness of and response to weaknesses of the aesthetic, functional and technical characteristics of the product.</p>
B	70-79	<p>The student can provide simple explanations reflecting an understanding of basic DT concepts and principles, and generate alternative forms of solution and propose some variation within one form.</p> <p>The student can convey ideas with clarity in a structured and appropriate manner, and make statements demonstrating an appreciation of any strengths and weaknesses of some of the aesthetic, functional and technical characteristics of the product, making simple modifications where required.</p>
C	60-69	<p>The student can make elementary statements about some aspects of knowledge which the syllabus outlines and envisage one type or form of solution.</p> <p>The student can convey ideas in an elementary form and make simple statements demonstrating awareness of some of the aesthetic, functional and technical characteristics of the product.</p>
D	50-59	<p>The student can name, where shown, some of the items outlined in the syllabus and recall knowledge about them. The student can Interpret ideas and concepts in a simple manner; recognize rudimentary aspects of a situation.</p> <p>The student can make simple statements about design products.</p>
E	40-49	<p>The student can name, where shown, few items outlined in the syllabus and recall knowledge about them.</p> <p>The student cannot Interpret ideas and concepts in any form of communication.</p> <p>The student does not recognize most aspects of a design situation, nor make simple statements about design products.</p>
F	Below 40	<p>The student cannot recognize, explain nor apply DT concepts and principles.</p> <p>The student cannot produce ideas for solutions.</p> <p>The student cannot convey a sequence of ideas in any means nor make statements demonstrating knowledge of product design.</p>

**Grade: 9, 10 IP (IGCSE ICT)**

Grade	Percentage Scale	Descriptor
A*	90-100	Learners demonstrate outstanding abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.
A	80-89	Learners demonstrate excellent abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.
B	70-79	Learners demonstrate very good abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.
C	60-69	Learners demonstrate good abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.
D	50-59	Learners demonstrate limited abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.
E	40-49	Learners demonstrate very poor abilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and Analyse, evaluate, make reasoned judgements and present conclusions.
F	Below 40	Learners demonstrate inabilities to recall, select and communicate knowledge and understanding of ICT, apply knowledge, understanding and skills to produce ICT-based solutions, and analyse, evaluate, make reasoned judgements and present conclusions.

Grade: 11, 12 IP (A Level IT)

Grade	Percentage Scale	Descriptor
A	80-100	Learners demonstrate excellent abilities to recall, select and communicate knowledge and understanding of IT, apply knowledge, understanding, skills and judgment to produce IT-based solutions, and analyze, evaluate, and present reasoned conclusions.
B	70-79	Learners demonstrate good abilities to recall, select and communicate knowledge and understanding of IT, apply knowledge, understanding, skills and judgment to produce IT-



		based solutions, and analyze, evaluate, and present reasoned conclusions
C	60-69	Learners demonstrate limited abilities to recall, select and communicate knowledge and understanding of IT, apply knowledge, understanding, skills and judgment to produce IT-based solutions, and analyze, evaluate, and present reasoned conclusions.
D	50-59	Learners demonstrate very poor abilities to recall, select and communicate knowledge and understanding of IT, apply knowledge, understanding, skills and judgment to produce IT-based solutions, and analyze, evaluate, and present reasoned conclusions.
E	40-49	Learners demonstrate inabilities to recall, select and communicate knowledge and understanding of IT, apply knowledge, understanding, skills and judgment to produce IT-based solutions, and analyze, evaluate, and present reasoned conclusions.



English:

Grade: 7, 8, 9, 10 IP/LP

Grade	Percentage Scale	Descriptor
A*	90-100	Excellent level of knowledge and understanding of the subject content. Extensive and impressive use and application of acquired skills. Excellent analytical and communication skills. Excellent command of language features and high accuracy of written expression
A	80-89	Very high level of knowledge and thorough understanding of the subject content. Very good use and application of acquired skills. Very good level of analytical and communication skills. Very good command of language features and very accurate written expression
B	70-79	Good knowledge and sound understanding of the subject content. Good use and application of acquired skills Good analytical and communication skills Good use of language features and generally accurate written expression.
C	60-69	Adequate knowledge and understanding of the subject content. Acceptable use and application of acquired skills Satisfactory analytical and communication skills. Satisfactory command of language features and some accuracy of written expression.
D	50-59	Superficial and insufficient knowledge and understanding of the subject content. Poor use and application of acquired skills. Weak analytical and communication skills. Poor command of language features and inaccuracy of written expression.
E	40-49	Inadequate knowledge and poor grasp of subject content Inability to use and apply acquired skills. Very weak analytical and communication skills. Very basic command of the language and very poor oral and written expression
F	Below 40	Knowledge and understanding of the subject content has not been established. Requisite skills are not acquired. Analytical and communication skills are very weak. Oral and written expression are unclear and garbled.

**AS Courses in English G11, 12 (A Level)**

A	80-100	Demonstrates excellent understanding of textual features. Writes critically and evaluates given content perceptively. Expresses ideas eloquently and gives well-constructed responses according to given prompts.
B	70-79	Demonstrates good understanding of textual features. Writes consistently and evaluates given content appropriately. Expresses ideas accurately and gives good responses according to given prompts.
C	60-69	Demonstrates adequate understanding of textual features. Responds to critical analysis questions somewhat superficially but tries to evaluate given content at times. Expresses ideas more or else correctly, apart from some language mistakes that could weaken the style.
D	50-59	Demonstrates some understanding of textual features. Fails to always respond critically to given content. Does not manage to express ideas accurately but tries to show some knowledge of the material.
E	40-49	Demonstrates little knowledge and understanding of the content. Fails to respond to given prompts. Expresses ideas superficially and inaccurately.



French:

Grade: 7, 8 LP/IP & 9, 10 IP

A*	90-100	<p>Compétences réceptives : l'élève réagit de manière claire et efficace à toutes les informations et idées élémentaires et à la plupart des informations et idées complexes. Compétences interactives : l'élève réagit de manière correcte, communique de manière efficace et montre sa compréhension. Sa prononciation et son intonation facilitent toujours la compréhension du message. L'élève soutient la conversation et apporte des contributions personnelles satisfaisantes. Le message est toujours clair.</p> <p>Compétences productives : l'élève développe bien ses idées en ayant recours à une structure logique et efficace. Il utilise avec succès un éventail de connecteurs logiques simples et quelques connecteurs logiques complexes. Il emploie correctement des structures grammaticales de base et complexes. Cependant, il peut lui arriver de commettre de rares erreurs dans les structures complexes. Il utilise un vocabulaire varié et efficace ainsi qu'un registre approprié. Il apporte des preuves claires de sa compréhension interculturelle lorsque cela s'avère nécessaire.</p>
A	80-89	<p>Compétences réceptives : l'élève réagit de manière claire à toutes les informations et idées élémentaires et à la plupart des informations et idées complexes.</p> <p>Compétences interactives : l'élève réagit globalement de manière correcte, communique presque toujours de manière efficace et montre sa compréhension. Sa prononciation et son intonation facilitent presque toujours la compréhension du message. L'élève soutient presque toujours la conversation et apporte presque toujours des contributions personnelles. Le message est généralement clair.</p> <p>Compétences productives : l'élève développe bien ses idées en ayant recours à une structure logique. Il utilise avec succès un éventail de connecteurs logiques élémentaires et quelques connecteurs logiques complexes. Il emploie correctement des structures grammaticales de base et complexes. Cependant, il peut lui arriver de commettre plusieurs erreurs dans les structures complexes. Il utilise un vocabulaire varié ainsi qu'un registre approprié. Il apporte presque toujours des preuves claires de sa compréhension interculturelle lorsque cela s'avère nécessaire.</p>
B	70-79	<p>Compétences réceptives : l'élève réagit généralement de manière claire aux informations et idées élémentaires et à certaines informations et idées complexes.</p> <p>Compétences interactives : l'élève réagit de manière correcte et montre généralement sa compréhension. Sa prononciation et son intonation facilitent souvent la compréhension du message. L'élève soutient généralement la conversation et apporte quelques contributions personnelles. Le message est souvent clair.</p> <p>Compétences productives : l'élève développe quelques idées en ayant recours à une structure logique. Il utilise souvent un éventail de connecteurs logiques élémentaires et quelques connecteurs</p>



		logiques complexes. Il emploie correctement des structures grammaticales de base. Cependant, les structures complexes sont rarement correctes. Il utilise une gamme de vocabulaire de base ainsi qu'un registre approprié. Il apporte souvent des preuves de sa compréhension interculturelle lorsque cela s'avère nécessaire.
C	60-69	Compétences réceptives : l'élève réagit de manière claire à la plupart des informations et idées élémentaires. Compétences interactives : l'élève réagit de manière correcte et montre sa compréhension dans des échanges simples. Sa prononciation et son intonation facilitent généralement la compréhension du message. L'élève soutient la conversation dans des échanges simples. Le message est généralement clair. Compétences productives : l'élève développe des idées élémentaires en ayant recours à une structure logique. Il utilise avec succès un éventail de connecteurs logiques simples. Il emploie correctement la plupart des structures grammaticales de base. L'élève utilise avec succès un vocabulaire de base ainsi qu'un registre approprié. Il apporte généralement des preuves de sa compréhension interculturelle lorsque cela s'avère nécessaire.
D	50-59	Compétences réceptives : l'élève réagit parfois de manière claire aux informations élémentaires. Compétences interactives : l'élève réagit parfois de manière correcte et montre parfois sa compréhension dans des échanges simples. Sa prononciation et son intonation facilitent parfois la compréhension du message. L'élève soutient parfois la conversation dans des échanges simples. Le message est parfois clair. Compétences productives : l'élève développe parfois des idées élémentaires. Il utilise parfois avec succès des connecteurs logiques simples. Il emploie parfois correctement des structures grammaticales de base. L'élève utilise parfois avec succès un vocabulaire de base ainsi qu'un registre approprié. Il apporte parfois des preuves de sa compréhension interculturelle lorsque cela s'avère nécessaire.
E	40-49	Compétences réceptives : l'élève réagit rarement de manière claire aux informations élémentaires. Compétences interactives : l'élève réagit rarement de manière correcte ou montre rarement sa compréhension. Sa prononciation et son intonation facilitent rarement la compréhension du message. L'élève soutient rarement la conversation dans des échanges simples. Le message est rarement clair. Compétences productives : l'élève développe rarement des idées élémentaires. Il utilise rarement des connecteurs logiques simples. Il emploie rarement les structures grammaticales de base de manière correcte. L'élève utilise rarement avec succès un vocabulaire de base ou un registre approprié. Il apporte rarement des preuves de sa compréhension interculturelle lorsque cela s'avère nécessaire.
F	Below 40	Compétences réceptives : l'élève réagit très rarement de manière claire aux informations élémentaires.



		<p>Compétences interactives : l'élève réagit très rarement de manière correcte ou montre très rarement sa compréhension. Sa prononciation et son intonation facilitent très rarement la compréhension du message. L'élève soutient très rarement la conversation dans des échanges simples. Le message est très rarement clair.</p> <p>Compétences productives : l'élève développe très rarement des idées. Il utilise très rarement des connecteurs logiques simples. Il emploie très rarement des structures grammaticales de base de manière correcte. L'élève utilise très rarement avec succès un vocabulaire de base ou un registre approprié. Il apporte très rarement des preuves de sa compréhension interculturelle lorsque cela s'avère nécessaire.</p>
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Grade: 11, 12 IP

A	80-100	L'élève s'exprime de manière claire et fluide. Il utilise avec une très grande précision un éventail riche de styles linguistiques variés et idiomatiques. Il aborde les idées efficacement et de manière compétente, en faisant preuve d'une interaction complexe et dynamique. Il montre une compréhension approfondie de la signification et de l'objectif des textes écrits. Les questions les plus difficiles lui posent peu de problèmes. Il reconnaît presque toutes les subtilités associées à des usages spécifiques de la langue. Ses textes sont détaillés et expressifs ; ils témoignent d'une excellente maîtrise du vocabulaire et des structures complexes ainsi que d'un niveau de précision grammaticale systématiquement élevé. La manière dont son travail est organisé révèle la clarté de son raisonnement, et il fait preuve d'une capacité à interpellier, convaincre et influencer son public.
B	70-79	L'élève s'exprime de manière claire, fluide et naturelle. Il utilise avec précision un éventail de styles linguistiques variés et idiomatiques. Il aborde efficacement les idées, en faisant preuve de dynamisme et d'une bonne interaction. Il montre une très bonne compréhension de la signification et de l'objectif des textes écrits. Les questions plus difficiles lui posent peu de problèmes. Il reconnaît la plupart des subtilités associées à des usages spécifiques de la langue. Ses textes sont détaillés et témoignent d'une très bonne maîtrise du vocabulaire et des structures complexes ainsi que d'un très bon niveau de précision grammaticale. Il adapte son travail écrit de manière appropriée en fonction du public ciblé et de l'objectif envisagé. Il fait preuve de cohérence et de conviction dans sa manière d'exprimer ses idées et d'organiser son travail.
C	60-69	L'élève s'exprime de manière claire et fluide la plupart du temps. Il utilise un éventail varié de styles linguistiques, avec précision la plupart du temps. Il aborde efficacement les idées la plupart du temps, en faisant généralement preuve d'une bonne interaction. Il montre une bonne compréhension de la signification et de l'objectif des textes écrits. Les questions plus difficiles lui posent



		quelques problèmes. Il reconnaît certaines subtilités associées à des usages spécifiques de la langue. Ses textes sont assez détaillés et témoignent d'une bonne maîtrise du vocabulaire ainsi que d'un bon niveau de précision grammaticale. Il montre une capacité raisonnable à adapter son travail écrit en fonction du public ciblé et de l'objectif envisagé. Il fait preuve de cohérence dans sa manière d'exprimer ses idées et d'organiser son travail.
D	50-59	L'élève s'exprime en général de manière claire. Il utilise correctement un éventail élémentaire de styles linguistiques. Il aborde les idées de manière appropriée, en faisant parfois preuve d'une bonne interaction. Il montre une compréhension appropriée de la signification et de l'objectif des textes écrits. Les questions difficiles lui posent presque toutes problème, tout comme quelques questions présentant un niveau de difficulté moyen. Il reconnaît quelques-unes des subtilités associées à des usages spécifiques de la langue. Ses textes témoignent d'une maîtrise appropriée du vocabulaire ainsi que d'un niveau de précision grammaticale adapté. Il montre une certaine capacité à adapter son travail écrit en fonction du public ciblé et de l'objectif envisagé. Il exprime ses idées et organise son travail de manière appropriée.
E	40-49	L'élève s'exprime de manière hésitante et manque de clarté. Il utilise un éventail très limité de styles linguistiques, la plupart du temps de manière incorrecte. Il aborde les idées avec beaucoup de difficultés et en faisant preuve d'une interaction très réduite. Il montre une compréhension limitée de la signification et de l'objectif des textes écrits. Même les questions les plus faciles lui posent problème. Ses textes indiquent qu'il possède une maîtrise limitée du vocabulaire et qu'il a peu conscience des structures grammaticales. Il produit sans grand succès un type de texte reconnaissable. Il manque d'organisation au point que le contenu n'est pas convaincant.



Mathematics:

Grade: 7, 8 IP/LP & 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	<p>Produces high-quality, frequently outstanding work.</p> <p>Communicates comprehensive understanding of concepts and contexts.</p> <p>Consistently demonstrates sophisticated critical and creative thinking.</p> <p>Frequently applies knowledge with independence and expertise in a variety of complex familiar and unfamiliar classroom and real-life situations.</p>
A	80-89	<p>Produces excellent, occasionally innovative work. Communicates extensive understanding of concepts and contexts.</p> <p>Demonstrates critical and creative thinking, frequently with sophistication.</p> <p>Applies knowledge in complex familiar and unfamiliar classroom and real-life situations, often with independence.</p>
B	70-79	<p>Produces generally high-quality work.</p> <p>Communicates secure understanding of concepts and contexts.</p> <p>Demonstrates critical thinking, sometimes with sophistication.</p> <p>Applies knowledge in familiar classroom and real-life situations, and with support, some unfamiliar real-life situations.</p>
C	60-69	<p>Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps.</p> <p>Often demonstrates basic critical thinking.</p> <p>Applies knowledge and skills in familiar classroom but requires support in unfamiliar situations.</p>
D	50-59	<p>Produces acceptable quality of work.</p> <p>Communicates basic understanding of most concepts and contexts with occasionally few misunderstandings and minor gaps.</p> <p>Begins to demonstrate basic critical thinking. Occasionally applies knowledge and skills, requiring support even in familiar classroom situations.</p>
E	40-49	<p>Produces work of limited quality.</p> <p>Expresses misunderstandings and minor gaps in understanding of most concepts and contexts.</p> <p>Rarely demonstrates thinking habits. Rarely applies knowledge and skills.</p>
F	Below 40	<p>Produces work of very limited quality.</p> <p>Conveys many significant misunderstandings and lacks understanding of most concepts and contexts.</p> <p>Very rarely demonstrates thinking habits. Very rarely applies knowledge and skills.</p>

**Grade: 11, 12 IP**

Grade	Percentage Scale	Descriptor
A	80-100	Produces excellent, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Applies knowledge in complex familiar and unfamiliar classroom and real-life situations, often with independence.
B	70-79	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical thinking, sometimes with sophistication. Applies knowledge in familiar classroom and real-life situations, and with support, some unfamiliar real-life situations.
C	60-69	Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical thinking. Applies knowledge and skills in familiar classroom but requires support in unfamiliar situations.
D	50-59	Produces acceptable quality of work. Communicates basic understanding of most concepts and contexts with occasionally few misunderstandings and minor gaps. Begins to demonstrate basic critical thinking. Occasionally applies knowledge and skills, requiring support even in familiar classroom situations.
E	40-49	Produces work of limited quality. Expresses misunderstandings and minor gaps in understanding of most concepts and contexts. Rarely demonstrates thinking habits. Rarely applies knowledge and skills.



Physical Education:

Grade: 7, 8 LP/IP & 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	<p>Demonstrate advanced skill and technique for all activities when in practice and competitive situations.</p> <p>Can plan and lead part of a session (warm up/drill/game).</p> <p>Confident in most situations and display excellent organizational and communication skills.</p> <p>Can lead others and motivate a team. Have an excellent knowledge and a very clear understanding of the rules/laws/regulations.</p> <p>Demonstrate an excellent knowledge and application of tactics and strategies.</p> <p>Outstandingly progresses towards improving their personal fitness levels.</p> <p>Outstandingly participates in activities without undue cardiovascular fatigue.</p>
A	80-89	<p>Demonstrate advanced skill and technique for some activities when in practice situation and competitive situations with an excellent level of fitness.</p> <p>Can work effectively within a team and start to take on a leadership role. Show some motivational qualities. Decisions are well informed by good knowledge of rules/laws/regulations.</p> <p>Determined to progress towards improving their personal fitness levels. Participates in the majority activities without undue cardiovascular fatigue.</p>
B	70-79	<p>Demonstrate some advanced skills and techniques for some activities when in practice situations and sometimes when in competitive situations.</p> <p>Regularly participate in physical activity in PE class and Have a good level of fitness.</p> <p>Display some organization and communication skills.</p> <p>Capable of implementing tactics and strategies during P.E. lessons.</p> <p>Commonly progresses towards improving their personal fitness levels. Generally participates in activities without undue cardiovascular fatigue.</p>
C	60-69	<p>Demonstrate average skills and techniques in pressured and competitive situations, with some success. Average level of fitness. Can work as part of a team. Hesitant taking on a leadership role.</p> <p>Often have an influence on the game through his/her tactical and strategic knowledge.</p> <p>Occasionally progresses towards improving their personal fitness levels. Inconsistently participates in activities without undue cardiovascular fatigue</p>
D	50-59	<p>Often attempt to replicate skills and techniques into pressured and competitive situations, with variable success.</p>



		Occasionally work with peers to set up activities within a session and play a minor role in encouraging others. Show some independence and a basic understanding of the rules and regulations of the sport. Attempt to maintain personal levels of physical fitness. Difficulty to participate in activities without undue cardiovascular fatigue.
E	40-49	Occasionally demonstrate basic skills and techniques within practice situations, but with limited success. Struggle to communicate effectively with his peers or teachers. Lack of knowledge and understanding of some of the components of fitness. Does not maintain personal levels of physical fitness. Unable to participate in activities without undue cardiovascular fatigue.
F	Below 40	Unable to demonstrate basic skills and techniques in practice situations. Not involved and engaged in most tasks and discussions. Unable to plan basic strategies that take advantage of the team's strengths, and/or exploit my opposition's weaknesses. Has some confidence and can show some independence. Does not maintain personal levels of physical fitness. Unable to participate in activities without undue cardiovascular fatigue.

Grade: 11-12 IP

Grade	Percentage Scale	Descriptor
A	80-100	Demonstrate advanced skill and technique for all activities when in practice and competitive situations. Can plan and lead part of a session (warm up/drill/game). Confident in most situations and display excellent organizational and communication skills. Can lead others and motivate a team. Have an excellent knowledge and a very clear understanding of the rules/laws/regulations. Demonstrate an excellent knowledge and application of tactics and strategies.
B	70-79	Demonstrate some advanced skills and techniques for some activities when in practice situations and sometimes when in competitive situations. Regularly participate in physical activity in PE class and Have a good level of fitness. Display some organization and communication skills. Capable of implementing tactics and strategies during P.E. lessons.
C	60-69	Often attempt to replicate skills and techniques into pressured and competitive situations, with variable success. Occasionally work with peers to set up activities within a session and play a minor role in encouraging others. Show some independence and a basic understanding of the rules and regulations of the sport.
D	50-59	Occasionally demonstrate basic skills and techniques within practice situations, but with limited success.



		Struggle to communicate effectively with his peers or teachers. Lack of knowledge and understanding of some of the components of fitness.
E	40-49	Unable to demonstrate basic skills and techniques in practice situations. Not involved and engaged in most tasks and discussions. Unable to plan basic strategies that take advantage of the team's strengths, and/or exploit opposition's weaknesses. Have some confidence and can show some independence.



Science:

Grade: 7, 8 LP/IP & 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	80-89	<p>To achieve grade A, learners should be able to:</p> <p>Demonstrate detailed knowledge and understanding of scientific ideas. Select, organize and communicate information from the scientific idea using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification in order to give explanations that are usually complete and accurate.</p> <p>Demonstrate a firm scientific reasoning for using a range of practical procedures mentioned in the specification.</p> <p>Carry out simple calculations with no guidance.</p> <p>Carry out most complex quantitative calculations involving multiple steps yielding results that are usually error free and expressed to an appropriate precision.</p> <p>Select appropriate information and evidence from a range of data (both quantitative and qualitative) to form a judgment or to reach a conclusion using any given statistical information.</p> <p>Analyze, with fluency and accuracy, information and evidence that is provided in a wide variety of the specification. Interpret and evaluate ideas, information and evidence using accurate and detailed explanations of complex phenomena.</p> <p>Use knowledge and understanding to discuss the behavior of a system when its parameters change.</p> <p>Suggest and make observations and measurements with appropriate precision and record these appropriately. Discuss a range of issues with knowledge and fluency using balanced arguments.</p>
B	70-79	<p>To achieve grade B, learners should be able to:</p> <p>Demonstrate minor gaps of knowledge and understanding of scientific ideas, select, organize and communicate information from the scientific idea slightly with less depth of using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification in order to give explanations that are usually slightly lack of precision and accuracy.</p> <p>Demonstrate an accepted firm scientific reasoning for using a range of practical procedures mentioned in the specification.</p> <p>Carry out simple calculations with no guidance.</p> <p>Carry out most complex quantitative calculations involving multiple steps yielding results that are usually error free and not expressed to an appropriate precision. Characteristics that differentiate a grade B from grade A in this selection is inaccuracies</p>



		in the analysis and evaluation of performance. lack in deriving information when the parameters change
C	60-69	<p>To achieve grade C, learners should be able to:</p> <p>Demonstrate a good level of knowledge and understanding of scientific ideas. Select, organize and communicate information from the scientific idea slightly with less depth of using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification in order to give explanations that are usually lack of precision and accuracy.</p> <p>Demonstrate a non-firm scientific reasoning for using a range of practical procedures that are not always precise, accurate or logical.</p> <p>Carry out simple calculations with no guidance. Carry out most complex quantitative calculations involving multiple steps yielding results that are almost error free and not expressed to an appropriate precision.</p> <p>Characteristics that differentiate a grade C from grade B in this selection is inaccuracies in the analysis and evaluation of performance, lack in deriving information when the parameters change.</p> <p>Show a limited ability to discuss a range of issues with knowledge and fluency using balanced arguments.</p>
D	50-59	<p>To achieve grade D, learners should be able to: Demonstrate a fair level of knowledge and understanding of scientific ideas.</p> <p>Select, organize and communicate information from the scientific idea with no depth of using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification is weak.</p> <p>Given explanations that are usually lack of precision and accuracy.</p> <p>Carry out simple calculations with guidance.</p> <p>Carry out most complex quantitative calculations involving multiple steps yielding results that are always not expressed correctly and not to an appropriate precision.</p> <p>Inaccuracies in the analysis and evaluation of performance. Lack in deriving information when the parameters change. Show a limited ability to discuss a range of issues with knowledge and fluency using balanced arguments.</p>
E	40-49	<p>To achieve grade E, candidates will be able to:</p> <p>Demonstrate some knowledge and understanding across many areas the specification, although significant gaps will be evident.</p> <p>Apply knowledge and understanding of the factors in physical activity with limited success.</p> <p>Attempt relevant analysis and evaluation with often lack of precision and accuracy.</p> <p>Carry out simple calculations with guidance. Carry out most complex quantitative calculations with limited ability inaccuracies in the analysis and evaluation of performance. Lack in deriving</p>



		information when the parameters change. No ability to analyze and evaluate performance in a formal or competitive situation.
F	Below 40	A student should be graded F if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

Grade: 11, 12 IP

Grade	Percentage Scale	Descriptor
A	80-100	<p>To achieve grade A, learners should be able to: Demonstrate detailed knowledge and understanding of scientific ideas. Select, organize and communicate information from the scientific idea using appropriate technical language and scientific terms. Link information and ideas from different parts of the specification in order to give explanations that are usually complete and accurate.</p> <p>Demonstrate a firm scientific reasoning for using a range of practical procedures mentioned in the specification.</p> <p>Carry out simple calculations with no guidance.</p> <p>Carry out most complex quantitative calculations involving multiple steps yielding results that are usually error free and expressed to an appropriate precision.</p> <p>Select appropriate information and evidence from a range of data (both quantitative and qualitative) to form a judgment or to reach a conclusion using any given statistical information analyses, with fluency and accuracy, information and evidence that is provided in a wide variety of the specification. Interpret and evaluate ideas, information and evidence using accurate and detailed explanations of complex phenomena use knowledge and understanding to discuss the behavior of a system when its parameters change.</p> <p>Suggest and make observations and measurements with appropriate precision and record these appropriately discuss a range of issues with knowledge and fluency using balanced arguments.</p>
B	70-79	<p>To achieve grade B, learners should be able to:</p> <p>Demonstrate a good level of knowledge and understanding of scientific ideas. Select, organize and communicate information from the scientific idea slightly with less depth of using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification in order to give explanations that are usually lack of precision and accuracy.</p> <p>Demonstrate a non-firm scientific reasoning for using a range of practical procedures that are not always precise, accurate or logical.</p> <p>Carry out simple calculations with no guidance. Carry out most complex quantitative calculations involving multiple steps yielding results that are almost error free and not expressed to an appropriate precision.</p>



		<p>Characteristics that differentiate a grade C from grade B in this selection is inaccuracies in the analysis and evaluation of performance. Lack in deriving information when the parameters change.</p> <p>Show a limited ability to discuss a range of issues with knowledge and fluency using balanced arguments.</p>
C	60-69	<p>To achieve grade C, learners should be able to:</p> <p>Demonstrate a fair level of knowledge and understanding of scientific ideas. Select, organize and communicate information from the scientific idea with no depth of using appropriate technical language and scientific terms.</p> <p>Link information and ideas from different parts of the specification is weak.</p> <p>Given explanations that are usually lack of precision and accuracy.</p> <p>Carry out simple calculations with guidance.</p> <p>Carry out most complex quantitative calculations involving multiple steps yielding results that are always not expressed correctly and not to an appropriate precision. Inaccuracies in the analysis and evaluation of performance. Lack in deriving information when the parameters change. Show a limited ability to discuss a range of issues with knowledge and fluency using balanced arguments.</p>
D	50-59	<p>To achieve grade D, candidates will be able to: Demonstrate some knowledge and understanding across many areas the specification, although significant gaps will be evident.</p> <p>Apply knowledge and understanding of the factors in physical activity with limited success.</p> <p>Attempt relevant analysis and evaluation with often lack of precision and accuracy.</p> <p>Carry out simple calculations with guidance. Carry out most complex quantitative calculations with limited ability.</p> <p>Inaccuracies in the analysis and evaluation of performance. Lack in deriving information when the parameters change. No ability to analyses and evaluate performance in a formal or competitive situation.</p>
E	40-49	<p>A student should be graded E if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.</p>



Social Sciences:

Grade: 9, 10 IP

Grade	Percentage Scale	Descriptor
A*	90-100	Effectively demonstrates knowledge and understanding of specified content. Effectively applies concepts and theories to real-world situations. Effectively identifies and interpret data. Effectively analyses how information is used effectively in particular contexts. Effectively selects, interpret and analyses appropriate extracts Effectively uses concepts and examples to construct and present an argument. Effectively discusses and evaluate information and theories. Effectively produces relevant well-structured written material, using appropriate theories, concepts and terminology.
A	80-89	Mostly demonstrates knowledge and understanding of specified content. Mostly applies concepts and theories to real-world situations Mostly identifies and interprets data. Mostly analyses how information is used effectively in particular contexts. Mostly selects, interpret and analyses appropriate extracts Mostly uses concepts and examples to construct and present an argument. Mostly discusses and evaluates information and theories Mostly produces relevant well-structured written material, using appropriate theories, concepts and terminology.
B	70-79	Moderately demonstrates knowledge and understanding of specified content. Moderately applies concepts and theories to real-world situations. Moderately identifies and interprets data. Moderately analyses how information is used effectively in particular contexts. Moderately selects, interpret and analyses appropriate extracts. Moderately uses concepts and examples to construct and present an argument. Moderately discusses and evaluate information and theories Moderately produces relevant well-structured written. material, using appropriate theories, concepts and terminology.
C	60-69	Moderately demonstrates knowledge and understanding of specified content. Moderately applies concepts and theories to real-world situations. Moderately identifies and interprets data. Moderately analyses how information is used effectively in particular contexts. Moderately selects, interpret and analyses appropriate extracts.



		<p>Moderately uses concepts and examples to construct and present an argument.</p> <p>Moderately discusses and evaluate information and theories</p> <p>Moderately produces relevant well-structured written material, using appropriate theories, concepts and terminology.</p>
D	50-59	<p>Somehow demonstrates knowledge and understanding of specified content.</p> <p>Somehow applies concepts and theories to real-world situations.</p> <p>Somehow identifies and interprets data.</p> <p>Somehow analyses how information is used effectively in particular contexts.</p> <p>Somehow selects, interprets and analyses appropriate extracts.</p> <p>Somehow uses concepts and examples to construct and present an argument.</p> <p>Somehow discusses and evaluate information and theories</p> <p>Somehow produces relevant structured written material, using appropriate theories, concepts and terminology.</p>
E	40-49	<p>Demonstrates little knowledge and understanding of specified content. Identifies concepts and theories but does not apply them to real-world situations.</p> <p>Demonstrates irrelevant identification and interpretation data.</p> <p>Showcases weak analysis on how information is used in particular contexts.</p> <p>Exhibits poor selection, interpretation and analysis of appropriate extracts.</p> <p>Demonstrates humble usage of concepts and examples to construct and present an argument.</p> <p>Shows poor evidence of discussion and evaluation of information and theories.</p> <p>Produces irrelevant written material.</p>
F	Below 40	<p>Student's work does not reach any of the grade descriptors listed above.</p>

Grade 11 /12 IP (A Level Psychology)

Grade	Percentage Scale	Descriptor
A	80-100	<p>Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology.</p> <p>Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative).</p> <p>Analyze, interpret and evaluate relevant scientific information, ideas and evidence effectively and critically, to make appropriate judgements and draw sound conclusions showing sustained and</p>



		substantiated reasoning and/or develop/refine practical design and procedures effectively and appropriately.
B	70-79	Characteristics that differentiate a grade B from a grade Knowledge will be mostly accurate and detailed but there will be occasional errors/omissions, indicating a lack of consistency. Links between psychological knowledge/understanding and a variety of stimulus material will be less thorough and well-focused, so aspects of application may not always be entirely effective. Arguments will be developed and mostly logical. Lines of reasoning will be mostly clear but there may be slight inconsistency in judgements/inadequacy in conclusions. When refinement or further development of practical design and procedures is required, most suggestions will be competent and appropriate.
C	60-69	Characteristics that differentiate a grade B from a grade A: knowledge will be mostly accurate and detailed but there will be occasional errors/omissions, indicating a lack of consistency. Links between psychological knowledge/understanding and a variety of stimulus material will be less thorough and well-focused, so aspects of application may not always be entirely effective. Arguments will be developed and mostly logical. Lines of reasoning will be mostly clear but there may be slight inconsistency in judgements/inadequacy in conclusions. When refinement or further development of practical design and procedures is required, most suggestions will be competent and appropriate.
D	50-59	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	40-49	To achieve grade E, candidates will be able to demonstrate basic knowledge of some relevant scientific ideas, processes, techniques and procedures; show basic understanding of some scientific ideas, processes, techniques and procedures; present some information using basic psychological terminology. Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness. Show some attempt to analyze, interpret and evaluate some relevant scientific information, ideas and evidence, to make basic judgments and draw basic conclusions showing some ability to reason and develop a line of argument and/or propose limited developments/refinements of practical design and procedures.



Social Studies:

Grade: 7, 8 IP (History, Civics & Geography)

Grade	Percentage Scale	Descriptor
A*	90-100	In order to achieve this grade, students have to be able to demonstrate outstanding analytical capacities and skills. Deduce, connect and interpret the concepts, their impacts and consequences. Thrive for excellence and be eager to learn new concepts and theories. Have their own resources and references and share new information with classmates. Perfectly use the convenient concepts, ideas, theories and terminology. Demonstrate outstanding understanding of the different perspectives and approaches and select the adequate ones in each separate case studied. Show an excellent level of consistency, analysis, insight, precision and creativity.
A	80-89	In order to earn this grade, students should be able to Demonstrate excellent grasp of the relevant knowledge base. Work on research to go beyond the scope of the given information. Thrive for excellence and work on improving cognitive and practical skills and competences. Demonstrate excellent understanding of the different perspectives or approaches associated with the area of study. Show the ability to link facts to their causes and consequences. Analyze facts, draw conclusions and evaluate information. Use technical terminology accurately. Think critically, think of hypotheses and come up with new solutions. Combine or synthesize information with outcomes that are accurate and appropriate. Show an excellent level of consistency, analysis, insight, precision and creativity. Show engagement, participate actively and enthusiastically.
B	70-79	In order to achieve this grade, students should be able to Make use of relevant ideas, facts, theories, perspectives, terminology. Show very good understanding of the main concepts. Analyze the facts and information with depth that goes beyond the minimum required to pass. Show a very good level of consistency, analysis, insight, precision and creativity. Combine or synthesize information with outcomes that are accurate and appropriate. Show engagement and effort.
C	60-69	In order to achieve this grade, students should be able to Consistently select and apply appropriate skills, techniques and methods. Show good levels of confidence, consistency, creativity and precision. Show good understanding of concepts, ideas and theories. Make some use of new information. Make use of



		relevant terminology, ideas and theories. Show engagement and interaction.
D	50-59	In order to achieve this grade, students have to be able to Show satisfactory understanding of the main concepts and ideas. Often select and apply appropriate skills, techniques and methods. Make some use of relevant terminology, ideas and theories. Make an effort to improve academically, ask questions and look for answers. Show engagement and interaction.
E	40-49	In order to achieve this grade, students have to be able to Understand the requirements and select its appropriate method. Make minimum use of relevant ideas and theories. Show a minimum level of consistency and precision. Demonstrate readiness and willingness to learn new concepts and information.
F	Below 40	In this case, the students are not able to Make basic use of the appropriate skills, methods, theories and terminology. Show engagement and interaction. They may Lack understanding of main concepts, theories and application of skills. Be weak at grasping the requirements (e.g. questions, assignments, etc.) Have a weakness in using the adequate terminology and/or ideas accurately. Have a weakness in self-expression (in this case, they may have understood the questions/requirements but are not able to properly express their ideas).

Grade: 11, 12 IP (History)

Grade	Percentage Scale	Descriptor
A	80-100	Only for grades 9 and 10, A* reflects a superior understanding and expression of the points mentioned in 'A' below in terms of accuracy, comprehensiveness, relatedness, supporting evidence, syntax, etc.
B	70-79	Students have Demonstrated relevant, accurate and comprehensive knowledge, with a developed understanding of key notions and characteristics. Critically analyzed and interpreted major events while providing proper evidence. Successfully related content to everyday life. Been consistent and well-organized.
C	60-69	Students have demonstrated good and comprehensive knowledge, with a reasonable understanding of key notions. Attempted and, in the most part, succeeded at some level of analyses and interpretation of events with a good amount of evidence. Made reasonable comparisons or links to everyday life. Been to the most part consistent and organized.



D	50-59	Students have demonstrated some accurate knowledge of key notions but with some missing details. Shown an attempt at analysis with satisfactory results and somewhat coherent evaluations. Made acceptable links to everyday life but without much depth. Shown fluctuations in work-quality and organization.
E	40-49	Students have demonstrated very basic knowledge and understanding of key events. Reported information without any proper analysis or supporting evidence. Used basic and straightforward reasoning to describe events with little or no relation to everyday life. Shown unsatisfactory work quality and organization.



Conduct Marking Key

A: Excellent

B: Good

C: Needs Improvement