



**Garden International School**  
Eastern Seaboard, Ban Chang

## Grade Descriptors: Years 7-IB2



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## Note Regarding Attainment

All students are able to obtain a grade from 1-7, with 7 being the highest grade, in each academic year group and on each grade card. The grade given on the grade card is dependent on the students' performance over the previous half term.

The attainment descriptors for lower Secondary follow a scalar format. There is a slight variance in the presentation of each attainment descriptor. The most notable examples are Art and Physical education. Mathematics presents the data by year group. English Language Support is the only subject which bases its attainment grade on an exam mark.



## Homework and Effort Grades

Please note that a 'B' falls between an 'A' and a 'C' and a 'D' falls between a 'C' and an 'E'.

### **Effort Grades:**

- A Excellent.** The student always:
- Asked pertinent questions.
  - Completed their notes.
  - Attempted to answer all questions.
  - Listened and concentrated.
  - Paid attention to comments that were made and implemented those comments to improve their work.
  - Avoided distractions and was on task for the whole lesson.
- C Needs Improvement.** The student sometimes:
- Asked pertinent and sensible questions.
  - Caught up missed notes up or completed classwork notes.
  - Did not pay attention.
  - Was not ready to answer questions.
  - Showed lapses in concentration.
- E Very Poor.** The student rarely:
- Asked pertinent questions.
  - Completed their notes.
  - Attempted to answer all questions.
  - Listened and concentrated.
  - Paid attention to comments that were made and implemented those comments to improve their work.
  - Avoided distractions and was on task for the whole lesson.

### **Homework Grades:**

- A Excellent.** The student always:
- Handed in original work on the due date.
  - Demonstrated evidence of thought and planning, with all parts neatly attempted, showing that the student had tried her/his best.
  - Contacted the teacher if they found the homework to be difficult or were unsure about any aspect of a task.
  - Wrote their homework into their Homework Dairy.
  - Proofread all written work before it was handed in.
- C Needs Improvement.** The student sometimes:
- Handed work in past the due date.
  - Demonstrated evidence of thought and planning, with most parts attempted.
  - The student usually contacted the teacher if they found the homework to be difficult or were unsure about any aspect of a task.
  - Did not clearly write their homework into their diary.
  - Proofread all written work before it was handed in.
- E Very Poor.** The student rarely:
- Handed in original work on the due date.
  - Demonstrated evidence of thought and planning, with all parts neatly attempted, showing that the student tried her/his best.
  - Contacted the teacher if they found the homework to be difficult or were unsure about any aspect of a task.
  - Wrote their homework into their Homework Dairy.



## **Attainment Grading for Years 10 to IB2**

- Attainment is graded from 7-1.
- 7 is the highest grade.

### **Descriptors for Attainment Grades for Years 10 and 11**

- 7 Achievement at this level should lead to one of the highest grades at IGCSE (A\*/A).
- 6 Achievement at this level should lead to a B grade at IGCSE.
- 5 Achievement at this level should lead to a C grade at IGCSE.
- 4 Achievement at this level means that an IGCSE grade of C or D may be expected with reasonable confidence.
- 3 Achievement at this level means that the student is currently on target for an E grade at IGCSE.
- 2 Achievement at this level means that a pass at IGCSE grade F or G may reasonably be expected.
- 1 Achievement at this level is below that required for a pass at IGCSE at any grade.

### **Descriptors for Attainment Grades for Years IB1 and IB2**

- 7 Demonstrates a thorough knowledge and understanding of the syllabus studied.
- 6 Demonstrates a broad knowledge and understanding of the syllabus studied.
- 5 Demonstrates a good knowledge and understanding of the syllabus studied.
- 4 Demonstrates a satisfactory knowledge of the syllabus studied.
- 3 Demonstrates partial knowledge of the syllabus and a limited understanding of the syllabus studied.
- 2 Demonstrates limited knowledge of the syllabus studied.
- 1 Demonstrates minimal knowledge of the syllabus studied.



## The Arts Department

### Art Attainment Descriptor: Lower Secondary

The attainment criteria are graded by the following level descriptors:

Level 1: Beginning to accomplish of the core competencies below.

Level 2: Demonstrates a little evidence of the core competencies below.

Level 3: Some evidence of the core competencies below.

Level 4: Adequate evidence of the core competencies below.

Level 5: Good evidence of the core competencies below.

Level 6: Outstanding evidence of the core competencies below.

Level 7: Expert evidence of the core competencies below.

### Core Competencies

#### EXPLORATION OF IDEAS:

Students explore and select visual and other information. They use this in developing their own works, taking into account the purpose and meaning

#### LEVEL OF SKILL

Students manipulate materials and processes to communicate ideas and meanings when making images and objects. They match visual and tactile qualities to realise their own intentions

#### EVALUATION/DEVELOPMENT OF WORK

Students adapt and improve their work reflecting on their own view of its purpose. They show evidence on how to analyse and comment on ideas, methods and approaches used

#### KNOWLEDGE AND UNDERSTANDING

Students recall knowledge and understanding of skills and values gained from the subject. They can demonstrate analysis, reflection, judgment and appreciation of visual arts by applying their knowledge to solving problems

Level Descriptor	Not reaching level 1	Not quite level 1	1	2	3	4	5	6	7
Year 7	1	2	3	4	5	6	7	7	7
Year 8	1	1	2	3	4	5	6	7	7
Year 9	1	1	1	2	3	4	5	6	7



## The Arts Department

### Drama Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year 9	Drama Level Descriptors Creating Performing Responding
<p>1 Rarely</p> <p>2 Sometimes</p> <p>3 Consistently</p>	<p>1 Sometimes</p> <p>2 Consistently</p>	<p>1</p>	<p>I cooperate in groups.</p> <p>I let other members of my group suggest ideas and organise my work.</p> <p>I try to do what other students have suggested.</p> <p>I am beginning to show control over a few skills, e.g. still image.</p> <p>I can say that I liked/disliked a piece of drama.</p>
<p>4</p>	<p>3</p>	<p>2</p>	<p>I have a basic understanding of drama skills, eg facing the audience</p> <p>I can use stimuli to develop drama</p> <p>I can act out improvised drama and can create basic characters, e.g. change voice or movement.</p> <p>I perform with some confidence in front of the class</p> <p>When asked by the teacher, I can discuss my work and that of others</p> <p>I can use basic drama vocabulary, e.g. They used a still image.</p>
<p>5</p>	<p>4</p>	<p>3</p>	<p>I give some ideas when working in groups</p> <p>I can organise myself and parts of drama work. I can co-operate.</p> <p>I can change my voice/ movement to suit the characters I play.</p> <p>I can talk about work showing I understand it and using some drama words, e.g. voice, body language.</p>
<p>6</p>	<p>5</p>	<p>4</p>	<p>I can give some ideas and they are used in scenes.</p> <p>I can co-operate, negotiate and help to plan work, e.g. I can work with others to decide on the beginning, middle and the end.</p> <p>I can control some skills and I can change my voice and the way I move.</p> <p>I can talk about drama and my comments show that I have listened and watched others carefully.</p> <p>I can talk about drama skills and how they have been used.</p>
<p>7</p>	<p>6</p>	<p>5</p>	<p>My ideas are used in the work.</p> <p>I can use drama skills with control.</p> <p>When planning and rehearsing I help to keep the work moving forward and I help to structure the work. I can sometimes direct bits of work.</p> <p>I can use more drama skills and control them. For example, I can use thought-tracking, still-image, narration.</p> <p>I can change myself to suit roles. I can vary my voice and movement to suit roles.</p> <p>When discussing work I can discuss how plots are developed and characters are portrayed and make improvements based on this</p> <p>I can use technical terms when talking about drama I have seen and performed</p>



Year 7	Year 8	Year 9	Drama Level Descriptors Creating Performing Responding
7	7	6	<p>I can use drama skills effectively, showing that I have thought about them. I respond to ideas in a creative way and I can direct work.</p> <p>I'm a confident and creative performer who can control the drama skills I use.</p> <p>I can control movement and voice well. I can change how I perform to suit my character, the situation the character is in and my audience.</p> <p>When I speak about work, I can use the correct drama language confidently, and I can show that I understand ideas in the work.</p>
7	7	7	<p>I am active in the organisation and direction of my work, for a specific purpose and audience</p> <p>I am willing to work responsibly and sensitively with others</p> <p>I can use a wide range of theatrical devices and technical effects to create atmosphere</p> <p>I can perform drama which demonstrates understanding of the relationship between form and content</p> <p>I can perform work that has a clear narrative and dramatic style – I know which styles and devices suit to create an effective piece of theatre</p> <p>I can identify and analyse how effects were achieved, saying how they were intended and whether they were successful</p> <p>I can make connections between my work and other theatre genres and styles</p> <p>I can relate, compare and contrast my work with that of others to find ways in which I can improve my performance</p> <p>I can discuss the way that ideas are presented, how plots are developed and how characters are portrayed</p>





## The Arts Department

### Music Attainment Descriptor: Lower Secondary

Attainment Levels			Music Grade Descriptors: Performing Composition Listening	For example...
Year 7 I Can	Year 8 I Can	Year 9 I Can		
1 Rarely	1 Sometimes	1	Perform by ear and from simple notations, in a solo context.  Improvise melodic and rhythmic phrases as part of a group performance.  Describe, compare and evaluate different kinds of music using a basic musical vocabulary.	Perform 1-line melodies on keyboard.  Improvise on a pentatonic scale.  Identify 3 or 4 beats in the bar.
2 Sometimes	2 Consistently	3	Perform by ear and from simple notations, in a solo situation, or as part of an ensemble, maintaining my own part with awareness of how the different parts fit together. Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Suggest improvements to my own and others' work, commenting on how intentions have been achieved.	
3 Consistently	3 Consistently	2	Perform significant parts from memory and from notations, with awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support. Improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices. Analyse and compare musical features and show evidence refining and improving my work. Identify and explore musical devices and how music reflects time, place and culture.	Perform a melody with single finger chords in time with a drum-beat. Play 3 guitar chords.  Compose in Rondo Form, to a given theme (such as 'Haunted House') with simple notation.  Identify simple structures, textures and styles.
4 Sometimes	4 Sometimes	3	Perform by ear and from simple notations, in a solo situation, or as part of an ensemble, maintaining my own part with awareness of how the different parts fit together. Improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Suggest improvements to my own and others' work, commenting on how intentions have been achieved.	
5 Consistently	5 Consistently	2	Perform significant parts from memory and from notations, with awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support. Improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices. Analyse and compare musical features and show evidence refining and improving my work. Identify and explore musical devices and how music reflects time, place and culture.	
6	4 Sometimes	3	Perform significant parts from memory and from notations, with awareness of my own contribution such as leading others, taking a solo part or providing rhythmic support. Improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices. Analyse and compare musical features and show evidence refining and improving my work. Identify and explore musical devices and how music reflects time, place and culture.	Perform a melody with single finger chords in time with a drum-beat. Play 3 guitar chords.  Compose in Rondo Form, to a given theme (such as 'Haunted House') with simple notation.  Identify simple structures, textures and styles.
7	6	4	As above, plus: Select and make expressive use of tempo, dynamics, phrasing and timbre when performing. Make subtle adjustments to fit my own part within a group performance. Improvise and compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, using relevant notations to plan, revise and refine material. Analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard, making improvements to my own and others' work in the light of the chosen style.	





Attainment Levels			Music Grade Descriptors: Performing Composition Listening	For example...
Year 7 I Can	Year 8 I Can	Year 9 I Can		
7	7	6	<p>As above, plus:</p> <p>Perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form. Lead an ensemble, from the rehearsal stage through to performance.</p> <p>Explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations.</p> <p>Discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context.</p>	
7	7	7	<p>As above, plus:</p> <p>Express my own ideas and feelings in a developing personal style, exploiting instrumental and/or vocal possibilities. Give convincing performances and demonstrate empathy with other performers.</p> <p>Produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality.</p> <p>Discriminate and comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers.</p>	<p><i>Perform to a standard of at least Grade 4.</i></p> <p><i>Compose stylish melodies with harmonic accompaniment.</i></p> <p><i>Identify a variety of musical genres, be able to complete simple melodic dictation tasks</i></p>



## The English Department

### English Attainment Descriptor: Lower Secondary

Attainment			Listening and Speaking	Responding to Literature	Writing
Year 7	Year 8	Year 9			
<p><b>1</b> (hardly ever)</p> <p><b>2</b> (sometimes)</p> <p><b>3</b> (often)</p>	<p><b>1</b> (hardly ever)</p> <p><b>2</b> (often)</p>	<p><b>1</b> (hardly ever)</p> <p><b>2</b> (often)</p>	<ul style="list-style-type: none"> <li>•Students speak about matters of immediate interest.</li> <li>•They listen to others and usually respond appropriately.</li> <li>•They convey simple meanings to a range of listeners.</li> <li>•They speak audibly, and begin to extend their ideas or accounts by providing some detail.</li> <li>•They ask simple questions related to the subject being discussed.</li> <li>•They begin to add new vocabulary into their speech</li> </ul>	<ul style="list-style-type: none"> <li>•Students recognize familiar words in simple texts.</li> <li>•They understand that print conveys meaning.</li> <li>•They actively build background knowledge and vocabulary (including sight word vocabulary).</li> <li>•They use their knowledge of letters and sound symbol relationships in order to read words and to establish meaning when reading aloud.</li> <li>•They respond to poems, stories and non-fiction by identifying aspects they like.</li> <li>•They identify new words using pictures as clues.</li> </ul>	<ul style="list-style-type: none"> <li>•Students communicate meaning through simple words and phrases in their writing.</li> <li>•They show awareness of and begin to use full stops in their reading and writing.</li> <li>•They form letters that are clear and accurately positioned.</li> <li>•They reread writing to self and others.</li> <li>•When spelling words, they show awareness of the sounds formed by different letters and groups of letters.</li> </ul>
<p><b>4</b> (sometimes)</p> <p><b>5</b> (often)</p>	<p><b>3</b></p>	<p><b>3</b></p>	<ul style="list-style-type: none"> <li>•Students show awareness of the needs of the listener by including relevant detail.</li> <li>•They speak clearly and use a growing vocabulary to develop and explain their ideas.</li> <li>•They listen carefully and respond appropriately with relevant questions/comments.</li> <li>•They begin to be aware that in some situations a more formal vocabulary and tone of voice are used.</li> <li>•They begin to show confidence in speaking, particularly where the topics interest them.</li> </ul>	<ul style="list-style-type: none"> <li>•Students accurately read simple passages.</li> <li>•They express opinions about major events or ideas in stories, poems and nonfiction.</li> <li>•They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</li> <li>•They demonstrate an awareness of basic strategies for understanding text (literal question/ answer, making predictions and drawing conclusions).</li> </ul>	<ul style="list-style-type: none"> <li>•Students develop ideas in a sequence of sentences, sometimes demarcated by capital letters and full stops.</li> <li>•They spell simple, monosyllabic words correctly, and where there are inaccuracies the alternative is phonetically plausible.</li> <li>•They use connecting words to join related ideas in a sentence.</li> <li>•They identify nouns, verbs and adjectives and use them in their writing.</li> <li>•They distinguish between complete and incomplete sentences.</li> <li>•They organize texts chronologically</li> </ul>

Attainment			Listening and Speaking	Responding to Literature	Writing
Year 7	Year 8	Year 9			
<p><b>6</b></p>	<p><b>4</b> (sometimes)</p> <p><b>5</b> (often)</p>	<p><b>4</b></p>	<ul style="list-style-type: none"> <li>•Students speak confidently in different contexts, exploring and communicating ideas.</li> <li>•They show understanding of the main points in a discussion.</li> <li>•They show through relevant comments and questions that they have listened carefully.</li> <li>•They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail.</li> <li>•They use Standard English in some situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Students read a range of texts fluently.</li> <li>•They show understanding of the main ideas in fiction and nonfiction texts.</li> <li>•They become aware of variations in text structure across genres.</li> <li>•They read independently, establishing meaning through appropriate strategies.</li> <li>•They respond to fiction/non-fiction, show understanding of the main points and express preference.</li> </ul>	<ul style="list-style-type: none"> <li>•Students organize their writing imaginatively and clearly.</li> <li>•They use the main features of different forms of writing appropriately, and begin to adapt these different readers.</li> <li>•They use the basic grammatical structure of sentences correctly.</li> <li>•They spell simple mono and polysyllabic words correctly.</li> <li>•They accurately use punctuation to indicate sentence type.</li> <li>•They extend ideas logically in sequences of sentences and words are chosen for variety and interest.</li> <li>•They identify a variety of sentence types and use them in their writing.</li> </ul>
<p><b>7</b></p>	<p><b>6</b></p>	<p><b>5</b></p>	<ul style="list-style-type: none"> <li>•Students speak confidently in an increasing range of contexts.</li> <li>•They adapt their speech to the purpose.</li> <li>•They describe events and convey their opinions clearly.</li> <li>•They listen carefully; making contributions and asking questions that are responsive to others' ideas and views.</li> <li>•They use appropriately some of the features of Standard English vocabulary and grammar.</li> </ul>	<ul style="list-style-type: none"> <li>•Students show understanding of significant ideas, themes, events and characters in responding to a range of texts.</li> <li>•They refer to the text when explaining their views.</li> <li>•They locate and use ideas and information.</li> <li>•They determine the meaning of unfamiliar words using knowledge of common roots, suffixes and prefixes.</li> <li>•They independently recognize words with multiple meanings and determine which meaning is intended in the context of the sentence.</li> <li>•They identify the speaker in a poem or story.</li> <li>•They distinguish fact from opinion or fiction in a text.</li> </ul>	<ul style="list-style-type: none"> <li>•Students produce writing that is lively and thoughtful in a range of forms.</li> <li>•They express ideas that are often sustained and developed in interesting ways and organized appropriately for the reader.</li> <li>•They spell polysyllabic words that conform to regular patterns.</li> <li>•They use full stops, capital letters, exclamation marks, inverted commas and question marks correctly.</li> <li>•They write in a style that is fluent, legible and incorporates different tenses.</li> <li>•They develop characters and settings in narrative writing.</li> <li>•They choose vocabulary that is often adventurous and used for effect.</li> <li>•Pupils are beginning to use grammatically complex sentences, extending meaning.</li> </ul>



Attainment Year 7 Year 8 Year 9			Listening and Speaking	Responding to Literature	Writing
7	7	6	<ul style="list-style-type: none"> <li>•Students speak confidently in a wide range of contexts, including some that are of a formal nature.</li> <li>•They speak to engage the interest of the listener as they begin to vary their expression and vocabulary.</li> <li>•They pay close attention to what others say, ask questions to develop ideas and make contributions that take account of others' views.</li> <li>•They use standard English in formal situations and apply grammar in new contexts.</li> </ul>	<ul style="list-style-type: none"> <li>•Students show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate.</li> <li>•They identify key features, themes and characters and select sentences, phrases and relevant information to support their views.</li> <li>•They retrieve and collate information from a range of sources.</li> <li>•They identify the speaker in a text and recognize the difference between first and third person narration.</li> <li>•They demonstrate understanding of contextual vocabulary in various topics.</li> </ul>	<ul style="list-style-type: none"> <li>•Students use writing that is varied and interesting, conveying meaning clearly in a range of forms for different readers.</li> <li>•They use a more formal style of writing where appropriate.</li> <li>•They use words precisely for effect.</li> <li>•They apply rules of English to spell words with complex regular patterns correctly.</li> <li>•They accurately use a range of punctuation, including apostrophes.</li> <li>•They organize simple and complex sentences into paragraphs.</li> <li>•They communicate meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, showing some awareness of the reader.</li> </ul>
7	7	7	<ul style="list-style-type: none"> <li>•Students adapt their speech to the demands of different contexts with increasing confidence.</li> <li>•They engage the interest of the listener through speech that shows a variety of vocabulary and expression.</li> <li>•They take an active part in discussion, showing understanding of ideas and sensitivity to others.</li> <li>•They become fluent in their use of Standard English in formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>•Students identify different layers of meaning from a range of texts and comment on their significance and effect.</li> <li>•They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views.</li> <li>•They summarize a range of information from different sources.</li> <li>•They independently read materials which include traditional and contemporary literature (fiction and non-fiction), magazines, newspapers, textbooks, and electronic material.</li> <li>•They use reference skills to determine pronunciations, meanings, alternate word choices, and parts of speech and words.</li> </ul>	<ul style="list-style-type: none"> <li>•Students write in a way that often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate.</li> <li>•They spell correctly, including irregular words.</li> <li>•They write using clear, neat and legible handwriting.</li> <li>•They create effects using a range of sentence structure and vocabulary.</li> <li>•They use complex sentence structures and a variety of sentence types in their writing.</li> <li>•They use a variety of ways to organize paragraphs such as contrast and time.</li> </ul>



## The English Language Support Department

### ELS Attainment Descriptor: Lower Secondary

- All Year 7 to 9 ELS attainment grades reflect the level that the pupil would likely achieve if given their assessment at the time of completing the grade card.
- Marks are out of 85 (60 for reading and writing and 25 for listening) as the 15 marks for speaking is assessed formatively by the teacher.
- The following rubric is based upon the Common European Framework (CEF) together with IELTS, IGCSE, KET and PET terminology.

KET	ELS Grade Descriptors:
7	<p>A pass <b>(75%+/65+ marks)</b></p> <p>Can understand frequently used expressions related to areas of immediate relevance (e.g. basic personal and family information, shopping, local geography).</p> <p>Can communicate in simple tasks requiring a simple exchange of information. Student is adequately prepared to enter PET programme.</p>
6	<p>Approaching pass level <b>(60%+/51+ marks)</b></p> <p>Addresses the task only partially, the format may be inappropriate in places.</p> <p>Expresses the position but development is not always clear and there may be no conclusions drawn. May not write in paragraphs or paragraphing may be inadequate.</p> <p>Uses a limited range of vocabulary but this is minimally adequate for the task.</p> <p>May make noticeable errors in spelling and/or word formation that may cause difficulty for the reader. Uses only a limited number of structures.</p> <p>May make frequent grammatical errors and punctuation may be faulty.</p>
5	<p>Student is likely to achieve <b>(50%+/43+ marks)</b> is a competent grade 4 and is approaching grade 6.</p>
4	<p>Student is likely to achieve <b>(40%+/34+ marks)</b> as grade 3 but when attempting more adventurous language errors often intrude.</p> <p>Partly relevant and some engagement with the task. Does not quite fulfil the task although there are some positive qualities.</p> <p>Inappropriate register, showing insufficient awareness of purpose.</p> <p>Supplies some detail and explanation but the effect is incomplete. Some repetition.</p>
3	<p>Student is likely to achieve <b>(30%+/26+ marks)</b></p> <p>Can understand and use everyday expressions and phrases.</p> <p>Can introduce him/herself and can answer questions about personal details such as where he/she lives and people he/she knows.</p> <p>Can interact if the other person talks slowly and clearly and is prepared to help.</p> <p>Cannot use sentence forms effectively.</p>
2	<p>Student is likely to achieve <b>(20%+/17+ marks)</b></p> <p>Only basic communication in all 4 key skills is achievable and errors are common.</p> <p>Multiple types of error in grammar/spelling/word usage punctuation throughout, which mostly make it difficult to understand. Occasionally sense can be deciphered.</p> <p>Limited engagement with the task. Cannot use sentence forms correctly.</p>
1	<p>Student is likely to achieve <b>(10%+/9+ marks).</b></p> <p>Student has only basic vocabulary for very basic speech.</p> <p>Written work and listening skills are extremely limited.</p> <p>The density of errors completely obscures the meaning.</p> <p>Whole sections impossible to recognise as pieces of English writing.</p> <p>Answers are completely unrelated to the task in any way.</p>





PET	ELS Grade Descriptors:
7	<p><b>(90%+/77+ marks)</b>            Can understand with ease virtually everything heard or read.            Can summarise information from different sources, reconstructing arguments and accounts.            Can express him/herself spontaneously, fluently and precisely, even in more complex situations.            Almost first language competence. Ease of style. Confident and wide-ranging use of language, idioms and tenses.            No or very few errors. Well-constructed and linked paragraphs.            Fulfils the task with consistently appropriate register and excellent sense of purpose and audience.            Shows independence of thought.            Ideas are well developed at appropriate length and persuasive.            Quality is sustained throughout. Enjoyable to read. The interest of the reader is aroused and sustained.</p>
6	<p><b>Pass level (75%+/65+ marks)</b>            Sentences show variety of organised, coherent structure and length.            Some style and turn of phrase.            Uses idioms and is precise in the use of vocabulary. Infrequent errors do not obstruct meaning.            Can produce a longer piece of writing with confidence and ambition (100 words).            Errors are minor and non-impeding in all forms of communication. Is able to cope with mainstream English Set 2.</p>
5	<p><b>(70%+/59+ marks)</b>            Can understand the main points of most common texts.            Can deal with most situations likely to arise. Can produce simple texts on topics which are familiar. Can describe experiences, events &amp; ambitions and briefly give reasons for opinions.            Style mainly simple structures and vocabulary sometimes attempting more sophisticated language. Meaning is clear and work is of a safe, literate standard.            Simple structures generally sound apart from infrequent spelling errors which do not interfere with communication.            Grammatical errors occur when more sophistication is attempted.</p>
4	<p>Student is likely to achieve <b>(60%+/51+ marks)</b> is competent at level 3 and is working towards level 5.</p>
3	<p>Student is likely to achieve <b>(50%+/43+ marks)</b>            Can understand and use everyday expressions and phrases.            Can introduce him/herself and can answer questions about personal details such as where he/she lives and people he/she knows.            Can interact if the other person talks slowly and clearly and is prepared to help.            Responds to the task in only a minimal way or the answer is tangential.            The format may be inappropriate. Presents a position but is unclear, difficult to identify and may be repetitive, irrelevant or not well supported.            Ideas are not well arranged but have some basic cohesive devices but these may be inaccurate or repetitive. Punctuation is haphazard.</p>
2	<p><b>(40%+/34+ marks)</b>            Can understand frequently used expressions related to areas of immediate relevance (e.g. basic personal and family information, shopping, local geography).            Can communicate in simple tasks requiring a simple exchange of information.</p>
1	<p><b>(30%+/26+ marks)</b> Addresses the task only partially, the format may be inappropriate in places.            Expresses the position but development is not always clear and there may be no conclusions drawn.            May not write in paragraphs or paragraphing may be inadequate.            Uses a limited range of vocabulary but this is minimally adequate for the task.            May make noticeable errors in spelling and/or word formation that may cause difficulty for the reader.            Uses only a limited number of structures.            May make frequent grammatical errors and punctuation may be faulty.</p>



## The Humanities Department Geography Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year 9	Geography Grade Descriptors:
1	1	1	Students show very little understanding of the local environment and cannot outline the differences between physical, human and environmental Geography. They show very limited map skills and are not able to point out neighbouring countries.
2 Usually 3 Consistently	2	1	Students show a very basic understanding of localities and might be able to outline different types of Geography. They are able to find some basic information in the atlas. They can carry out some very simple tasks given to them, but need constant help from the teacher. They struggle to use any geographical vocabulary in structured sentences.
4	3	2	Pupils can describe physical and human features of places. They show an awareness of places beyond their own locality. They recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They are able to complete basic map tasks.
5	4	3	Pupils show their knowledge, skills and understanding in studies at a local scale. They describe and compare the physical and human features of different localities and offer explanations for the locations of some of those features. They are aware that different places may have both similar and different characteristics. They offer reasons for some of their observations and for their views and judgements about places and environments. They recognise how people seek to improve and sustain environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings.
6	5	4	Pupils show their knowledge, skills and understanding in studies of a range of places and environments at more than one scale and in different parts of the world. They begin to recognise and describe geographical patterns and to appreciate the importance of wider geographical location in understanding places. They recognise and describe physical and human processes. They begin to understand how these can change the features of places, and how these changes affect the lives and activities of people living there. They understand how people can both improve and damage the environment. They explain their own views and the views that other people hold about an environmental change. They are able to use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary.



Year 7	Year 8	Year 9	Geography Grade Descriptors:
7	6	5	<p>Pupils describe and begin to explain geographical patterns and physical and human processes.</p> <p>They describe how these processes can lead to similarities and differences in the environments of different places and in the lives of people who live there.</p> <p>They recognise some of the links and relationships that make places dependent on each other.</p> <p>They suggest explanations for the ways in which human activities cause changes to the environment and the different views people hold about them.</p> <p>They recognise how people try to manage environments sustainably.</p> <p>They explain their own views and begin to suggest relevant geographical questions and issues.</p> <p>They select information and sources of evidence, suggest plausible conclusions to their investigations and present their findings both graphically and in writing.</p>
7	7	6	<p>Pupils describe and explain a range of physical and human processes and recognise that these processes interact to produce the distinctive characteristics of places.</p> <p>They describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places.</p> <p>They appreciate the many links and relationships that make places dependent on each other.</p> <p>They recognise how conflicting demands on the environment may arise and describe and compare different approaches to managing environments.</p> <p>They appreciate that different values and attitudes, including their own, result in different approaches that have different effects on people and places.</p> <p>Drawing on their knowledge and understanding, they suggest relevant geographical questions and issues and appropriate sequences of investigation.</p> <p>They select a range of skills and sources of evidence from the key stage 3 program of study and use them effectively in their investigations.</p> <p>They present their findings in a coherent way and reach conclusions that are consistent with the evidence.</p>
7	7	7	<p>Pupils understand that many factors, including people's values and attitudes, influence the decisions made about places and environments, and use this understanding to explain the resulting changes.</p> <p>They appreciate that the environment in a place and the lives of the people who live there are affected by actions and events in other places.</p> <p>They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict.</p> <p>They appreciate that considerations of sustainable development affect the planning and management of environments and resources.</p> <p>With growing independence, they draw on their knowledge and understanding to identify geographical questions and issues and establish their own sequence of investigation.</p> <p>They evaluate critically sources of evidence, present well-argued summaries of their investigations and begin to reach substantiated conclusions.</p>





## The Humanities Department

### History Attainment Descriptor: Lower Secondary

Level	Year 7	Year 8	Year 9
<b>1</b>	<p>Very limited conceptual understanding.</p> <p>Very limited understanding of the flow of time and how to use evidence.</p> <p>Can remember some dates, facts and features of historical periods.</p> <p>Some use of sentences.</p>	<p>Can identify the concepts.</p> <p>Limited understanding of the flow of time. Limited use of evidence.</p> <p>Displays some factual knowledge and recognise features of historical periods.</p> <p>Limited structured argument formation and limited use of terminology.</p>	<p>Some detailed description of features and events of historical periods.</p> <p>Can describe and identify change, continuity, causes and consequences, different interpretations.</p> <p>Beginning to explain why and form structured arguments.</p>
<b>2</b>	<p>Can identify the concepts.</p> <p>Limited understanding of the flow of time.</p> <p>Limited use of evidence.</p> <p>Displays some factual knowledge and recognise features of historical periods.</p> <p>Confident use of sentences but limited use of terminology.</p>	<p>Can describe main events and fit into a chronological framework.</p> <p>Can identify change, continuity, causes and consequences, different interpretations.</p> <p>Some use of evidence to form arguments. Beginning to form some structured arguments.</p>	<p>Confident description of features and events of historical periods.</p> <p>Can demonstrate understanding of concepts. Beginning to investigate, ask their own questions, evaluate sources, and select relevant evidence.</p> <p>Beginning to explain why and form PEEL paragraphs.</p>
<b>3</b>	<p>Can describe main events and fit into a chronological framework.</p> <p>Limited understanding of the concepts. Some use of evidence to form arguments.</p> <p>Beginning to form extended explanations.</p>	<p>Some detailed description of features and events of historical periods.</p> <p>Can describe and identify change, continuity, causes and consequences, different interpretations.</p> <p>Beginning to explain why and form PEEL paragraphs.</p>	<p>Beginning to analyse features and events of historical periods.</p> <p>Can demonstrate understanding of concepts. Some Investigation, asking of their own questions, evaluation of sources, and selection of relevant evidence.</p> <p>Confident use of PEEL paragraphs.</p>
<b>4</b>	<p>Some detailed description of features and events of historical periods.</p> <p>Can describe and identify change, continuity, causes and consequences, different interpretations.</p> <p>Beginning to explain why and form structured arguments in paragraphs.</p>	<p>Confident description of features and events of historical periods.</p> <p>Can demonstrate understanding of concepts.</p> <p>Beginning to investigate, ask their own questions, evaluate sources, and select relevant evidence. Confident use of PEEL paragraphs.</p>	<p>Analysis of features and events of historical periods.</p> <p>Analysis of change and continuity, cause and consequence, significance and interpretations.</p> <p>Confident Investigation, asking of their own questions, evaluation of sources, and selection of relevant evidence.</p> <p>Beginning to structure an essay. based on a coherent argument.</p>



Level	Year 7	Year 8	Year 9
5	<p>Confident description of features and events of historical periods.</p> <p>Can demonstrate understanding of concepts.</p> <p>Beginning to investigate, ask their own questions, evaluate sources, and select relevant evidence.</p> <p>Beginning to use peel paragraphs.</p>	<p>Beginning to analyse features and events of historical periods.</p> <p>Can demonstrate understanding of concepts.</p> <p>Some Investigation, asking of their own questions, evaluation of sources, and selection of relevant evidence.</p> <p>Beginning to produce extended arguments in the form of essays.</p>	<p>Can make evaluative judgements about features and events.</p> <p>Can analyse and link together different causes and consequences.</p> <p>Understand why significance is interpretive. Judge how and why different interpretations exist.</p> <p>Begin to show understanding of origin, nature and purpose of sources. Can confidently write structured essays.</p>
6	<p>Beginning to analyse features and events of historical periods.</p> <p>Some Investigation, asking of their own questions, evaluation of sources, and selection of relevant evidence.</p> <p>Begin to understand both sides. Confident use of PEEL paragraphs.</p> <p>Can demonstrate understanding of concepts and begin to analyse.</p>	<p>Analysis of features and events of historical periods.</p> <p>Analysis of change and continuity, cause and consequence, significance and interpretations.</p> <p>Confident Investigation, asking of their own questions, evaluation of sources, and selection of relevant evidence.</p> <p>Can produce extended arguments in structured essays</p>	<p>Demonstrate thorough knowledge and understanding of historical periods.</p> <p>Understand why attitudes about cause, consequence, change, continuity, significance and interpretations depend on who, where and why they are being considered.</p> <p>Demonstrate understanding of origin, nature and purpose of sources.</p> <p>Can confidently write structured essays, demonstrating well-structured and thorough argument creation.</p>
7	<p>Analysis of features and events of historical periods.</p> <p>Analysis of change and continuity, cause and consequence, significance and interpretations.</p> <p>Confident Investigation, asking of their own questions, evaluation of sources, and <b>selection</b> of relevant evidence.</p> <p>Can see both sides. Beginning to be able to write essays.</p>	<p>Can make evaluative judgements about features and events.</p> <p>Can analyse and link together different causes and consequences.</p> <p>Understand why significance is interpretive. Judge how and why different interpretations exist.</p> <p>Begin to demonstrate understanding of origin, nature and purpose of sources. Can confidently write structured essays.</p>	<p>Demonstrate extensive knowledge, perhaps gained by their own research.</p> <p>Substantial analysis of change and continuity, significance, interpretations, cause and consequence.</p> <p>They can create their own lines of enquiry.</p> <p>Reflect critically on a range of sources and reach substantiated conclusions independently.</p> <p>Demonstrate understanding of context affecting the use of historical terms.</p> <p>Produce precise and coherent essays.</p>



## The Languages Department

### Mandarin Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year9	SKILLS: LISTENING SPEAKING READING WRITING
1 (usually) 2 (consistently)	1	1	<p>I can understand a few familiar spoken words and phrases.</p> <p>I can say/repeat a few words and short simple phrases.</p> <p>I can recognise and read out a few familiar words and phrases.</p> <p>I can copy or write or coy simple words or symbols.</p>
3 (usually) 4 (consistently)	2	1	<p>I can understand a range of familiar spoken phrases.</p> <p>I can answer and ask simple questions and give basic information.</p> <p>I can understand familiar written phrases.</p> <p>I can write one or two short sentences to a model and fill in the words on a simple form.</p>
5	3	2	<p>I can understand the main points from a short spoken passage.</p> <p>I can answer and ask simple questions and talk about my interests.</p> <p>I can understand the main points from a short written passage in clear printed script.</p> <p>I can write a few short sentences with support using expressions which I have already learned.</p>
6 (usually) 7 (consistently)	4 (usually) 5 (consistently)	3 (usually) 4 (consistently)	<p>I can understand the main points and some of the detail from a short spoken passage.</p> <p>I can take part in a simple conversation and I can express my opinions.</p> <p>I can understand the main points and some of the detail from a short written text.</p> <p>I can write a short passage on a familiar topic, adapting language which I have already learned.</p>
7 (consistently)	6 (usually)	5 (usually)	<p>I can understand the main points and simple opinions (e.g. like and dislikes) of a longer spoken passage.</p> <p>I can give a short prepared talk, on a topic of my choice, Including expressing my opinions.</p>
7 (consistently)	7 (consistently)	6 (consistently)	<p>I can understand the main points and simple opinions (e.g. like and dislike) of a longer written text.</p> <p>I can write a short passage on a range of familiar topics.</p>
7 (consistently)	7 (consistently)	7	<p>I can understand passages referring to present and past or future events.</p> <p>I can give a short prepared talk, on a topic of my choice expressing opinions and answering simple question about it.</p> <p>I can understand longer passages and distinguish present and past or future events.</p> <p>I can write a simple text, e.g. a letter, giving and seeking information.</p>



## The Languages Department

### Spanish Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year9	SKILLS: LISTENING SPEAKING READING WRITING
1 (usually) 2 (consistently)	1	1	<p>I can understand words, simple statements and questions but I may need repetition or other help. I can <u>say single words and simple phrases with correct pronunciation</u>.</p> <p>I can understand single words but I may need help.</p> <p>I can copy words correctly and select words to complete short sentences.</p>
3 (usually) 4 (consistently)	2	1	<p>I can understand statements but I may need repetition. I can give <u>short responses</u>.</p> <p>I can understand familiar phrases and use my book to find out the meaning of new words.</p> <p>I can copy short phrases correctly but I may make a few spelling mistakes.</p>
5	3	2	<p>I understand short passages and dialogues. I can <u>ask and answer questions</u> using familiar words and phrases, substitute words and my pronunciation is mostly correct.</p> <p>I can understand simple texts and dialogues. I am using a dictionary to look up new words</p> <p>I can write simple sentences with help and substitute words.</p>
6 (usually) 7 (consistently)	4 (usually) 5 (consistently)	3 (usually) 4 (consistently)	<p>I can understand simple sentences with different sentence patterns but I may hesitate or need other help.</p> <p>I can take part in a <u>simple conversation</u> or presentation, substitute words or phrases with intonation.</p> <p>I can understand texts using a dictionary and use context to work out unfamiliar words.</p> <p>I can write short texts and adapt a model by substituting words or phrases. I am beginning to use a dictionary.</p>
7	6	5	<p>I can understand different spoken material in various familiar contexts. I can take part in a conversation and presentation <u>using various structures</u>, sometimes more extended responses but I may make some mistakes.</p> <p>I can understand different types of texts. I can skim, scan and detail read to find information. I am confident when reading aloud and using context to work out unfamiliar language.</p> <p>I can write a simple text using sentence builders and linking words but I may make a few mistakes. I can use a dictionary to review my work.</p>
7	7	6	<p>I can understand a variety of spoken material, including familiar and unfamiliar language. I can <u>adapt</u> language producing extended and detailed responses. I am understood and growing in confidence.</p> <p>I can understand a variety of texts in unfamiliar and long contexts. I am becoming more confident when working out meanings using context, grammatical clues and similar words.</p> <p>I can write in paragraphs using a variety of language but I may make a few mistakes. I can use reference material to improve my writing and sometimes redraft.</p>
7	7	7	<p>I can understand a variety of spoken material including longer passages and language I haven't learnt. I can be <u>spontaneous</u> with good pronunciation and intonation linking phrases together accurately but I may make a few mistakes.</p> <p>I can understand a range of material and develop strategies to find accurately ideas and information even when some of the language is complex and unfamiliar.</p> <p>I can write texts containing more complex language generally accurately. I can redraft my work using a range of reference materials.</p>



## The Mathematics Department

### Maths Attainment Descriptor: Lower Secondary

YEAR 7	NUMBER	SHAPE, SPACE & MEASURE	DATA	ALGEBRA
7	Use reverse percentages to solve problems: with multiple discounts, find original price. Calculate more complex order of operation questions involving fractions, decimals and powers [e.g. $5 - (3 - 5^2)^3 - (3/4)^2$ ].	Calculate missing angles using a combination of formulas for angle sum of a polygon and polygon symmetry. Find missing bearing using right-angled triangles and parallel lines.	Calculate missing values from a set of data given one or more of the averages. Use total probability = 1. To solve "at least 1 head" type coin problem.	Solve word problems by expressing them algebraically. Solve linear equations with variables on both sides of the = sign. Solve two-step equations with negative and/or fractional/ decimal coefficients.
6	Convert between fraction, decimal and percentage forms. Express a number as a fraction or percentage of another number.	Find missing angles using properties of intersecting lines and parallel lines. Draw accurate 2-dimensional representations of 3-dimensional shapes with and without isometric paper.	Create class intervals for frequency tables. Construct pie charts. Identify all possible outcomes of two events, such as a coin toss and fair die.	Represent mapping in all four quadrants. Describe in words how to find next term or $n^{\text{th}}$ term. Solve linear equations with unknowns on both sides of = sign and brackets using whole-number coefficients.
5	Add, order and subtract negative numbers. Calculate fractions and percentages of quantities. Multiply and divide 3-digit numbers by 2-digit numbers.	Draw and measure angles including those greater than $180^\circ$ . Use language associated with angles (obtuse, acute, etc.). Estimate measures in everyday situations.	Find mean, median, mode and range for a set of discrete data. Use a probability scale from $0 \rightarrow 1$ . Interpret pie charts.	Construct and use simple formulae. Solve simple two-step linear equations using whole-number coefficients.
4	Multiply and divide numbers by 10 and 100. Use tables up to $10 \times 10$ . Add and subtract decimals to two places. Order decimals to three places.	Use and interpret co-ordinates in the first quadrant. Find perimeters of simple shapes and areas of simple shapes by counting squares. Reflect a shape in a mirror line.	Record data in a frequency table. Understand the mode and range and use these two measures to describe sets of data. Construct and interpret line graphs.	Use simple formulae expressed in words. Solve simple one-step linear equations [e.g., $x + 3 = 10$ ]. Recognise and describe number patterns including multiples, factors and squares.
3	Understand place values of numbers up to 1000. Add and subtract 2-digit numbers mentally. Recognise when two fractions are equivalent:	Use standard measures of time and metric units of length, area and volume. Be able to convert between metric units.	Construct pie charts using a protractor and compass. Construct a pictogram using a scale.	Be able to recognise simple patterns involving addition or subtraction of a whole number value.
2	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.
1	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.



YEAR 8	NUMBER	SHAPE, SPACE & MEASURE	DATA	ALGEBRA
7	Round to a specified number of significant figures or decimal places. Calculate accurately multiple stage problems involving fractions, decimals and negative numbers.	Find lengths, areas and volumes of compound shapes and prisms. Enlarge an object by a functional scale factor.	Draw a line of best fit by inspection, and reason why extrapolation of this line may not give reliable information. Draw frequency polygons to compare two distributions.	Solve simultaneous equations, where one of the equations may need to be multiplied and/or rearranged to eliminate a term. Find and give a formula for the $n^{\text{th}}$ term in a sequence.
6	Calculate ratios using unitary method. Express one number as a fraction or percentage of another. Know the equivalence between fractions, decimals and percentages.	Draw 2-dimensional representations of 3-dimensional objects, such as cubes and pyramids. Find circumference and areas of circles and volume of cuboids. Enlarge an object by a positive whole number factor.	Create class intervals in a frequency table. Construct pie charts. Understand correlation when using scatter-graphs. Identify possible outcomes of two events with and without tree diagrams.	Describe in words how to find the next term or the $n^{\text{th}}$ term in a sequence. Solve linear equations with whole number coefficients and variables on both sides of = sign. Use all quadrants in mapping co-ordinates.
5	Add, order and subtract negative numbers. Calculate fractions and percentages of a quantity. Use four operations with decimals to two places. Multiply and divide 3-digit numbers by 2-digit numbers.	Draw and measure angles, including those greater than $180^\circ$ . Convert between metric units of length, area, and volume. Use estimates in everyday situations.	Find mean, mode, and median for discrete data. Interpret pie charts. Use a probability scale from $0 \rightarrow 1$ and find probabilities based on equally likely outcomes or experimental evidence.	Construct and use simple formulae. Solve simple linear equations using whole number coefficients.
4	Multiply and divide numbers by 10 and 100. Use tables up to $10 \times 10$ . Add and subtract decimals to two places. Order decimals to three places.	Reflect simple shapes in a mirror line. Find perimeters of simple shapes and areas of simple shapes such as rectangles and triangles using formulae-	Record data in a frequency table. Use the mode and range and understand what these two quantities represent. Construct and interpret simple line graphs.	Use simple formulae expressed in words. Recognise and describe number patterns, including squares and multiples. Use co-ordinates in first quadrant.
3	Add and subtract 2 digit numbers. Multiply and divide 2 and 1 digit numbers where the answers are integer values.	Find perimeters of simple shapes by measuring using a ruler. Find areas of rectangles by counting squares.	Make a tally chart. Be able to calculate the mean for a set values	Be able to continue a number pattern based on addition or subtraction of integer values.
2	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.	With some assistance performs the tasks shown in level 3.
1	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.





YEAR 9	NUMBER	SHAPE, SPACE & MEASURE	DATA	ALGEBRA
7	Rearrange compound interest formulae to find missing values, such as interest rate or number of years to invest. Solve proportion questions involving fractional / decimal quantities.	Use Pythagorean and trigonometric ratios to solve problems in three dimensions. Apply circle theorems effectively for a range of situations.	Backtrack to find missing values, given the mean and/or other averages for a set of data. Make valid statements about the relative reliability of data from comparison of spread.	Solve simultaneous equations where one or both of the equations need multiplying and/or rearranging to eliminate a term. Translate word problems into quadratic equations and solve them.
6	Convert between fractions, decimals and percentages. Increase and decrease a value by a given ratio. Reverse percentages, given value after discount, find original cost.	Find missing angles given the symmetry of regular polygons. Find volume and surface area of composite shapes, including those involving curved surfaces.	Make accurate statements as to the relationship between two quantities in a scatter-graph and draw an accurate line of best fit. Calculate the probability of dependent events.	Rewrite word problems as formulae/ equations in order to solve them. Express a sequence's $n^{\text{th}}$ term. Solve linear equations with unknowns on both sides of the = sign.
5	Use negative numbers with order of operations problems. Calculate the fraction or percentage of a quantity. Use all four operations with decimals and fractions.	Draw accurate 2-dimensional shapes using compass, protractor and ruler, including perpendicular bisectors and angle bisectors. Estimate with correct units the size of everyday objects.	Calculate the 3 averages from a set of data including estimate of a mean from grouped data. Identify outcomes as mutually exclusive or dependent.	Construct simple formulae / equations from word problems. Solve two-step equations [e.g., $4x - 3 = 17$ ] including those with negative numbers or having fractional solutions.
4	Multiply and divide numbers by 10 and 100. Add and subtract numbers with up to two decimal places. Order decimals up to three places.	Use co-ordinates in the first quadrant. Reflect simple shapes in a mirror line. Find areas and perimeters of simple shapes. Draw simple nets.	Record and use data in a frequency table. Construct and interpret simple line graphs. Understand the use of mode and range in describing a set of data.	Recognise simple number patterns and describe them in words. Use simple formulae in substitution problems. Solve simple linear equations with positive, whole-number solutions.
3	Add and subtract 3 digit numbers. Multiply and divide 2 and 1 digit numbers where the answer is an integer.	Draw accurate diagram of a shape given a set of instructions. Find areas of simple shapes by counting squares.	Be able to order a set of values in order to find the median. To be able to calculate the mean of a set of values.	Be able to simplify basic algebraic expressions such as $3a+2a+4=5a+4$ . Be able to continue simple number patterns.
2	With some assistance is able to perform the tasks in level 3.	With some assistance is able to perform the tasks shown in level 3.	With some assistance is able to perform the tasks shown in level 3.	With some assistance is able to perform the tasks shown in level 3.
1	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.	Constantly needs help and support in order to perform the tasks shown in level 3.





## The Physical Education Department

### PE Attainment Descriptor: Lower Secondary

Level Descriptor	Acquiring and Developing Skills	Selecting and Applying Skills, Tactics and Composition	Evaluating and Improving	Knowledge and Understanding of Fitness and Health
1	I can copy, repeat and explore simple skills and actions with basic control and coordination.	I can link these skills and actions in ways that suit the activities.	I can describe and comment on my own and others' actions.	I can talk about how to exercise safely and how my body feels during an activity.
2	I can select and use skills, actions and ideas appropriately applying them with coordination and control.	I can show that I understand tactics and composition by starting to vary how I respond.	I can see how my work is similar to and different from others' work and use this understanding to improve my own performance.	I can give reasons why warming up before an activity is important and why physical activity is good for my health.
3	I can link skills, techniques and ideas and apply them accurately and appropriately. My performance shows precision, control and fluency.	My performance shows precision, control and fluency and that I understand tactics and composition.	I can compare and comment on skills and techniques and the ways they are applied in my own and others' work and use this understanding to improve my performance.	I can explain and apply basic safety principles in preparing for exercise. I can describe what effects exercise has on my body and how it is valuable to my fitness and health.
4	I can select and combine skills, techniques and ideas. I can apply them in ways that suit the activity with consistent precision, control and fluency.	When planning my own and others' work and carrying out my own work, I can draw on what I know about strategy, tactics and composition in different situations and what I know about my own and others' strengths and weaknesses.	I can analyse and comment on how skills, techniques and ideas are used in my own and others' work and on compositional and other aspects of performance and suggest ways to improve.	I can explain how to prepare for and recover from the activities. I can explain how different types of exercise contribute to my fitness and health and describe how I might get involved in other types of activities and exercise.
5	I can select and combine advanced skills, techniques and ideas adapting them accurately and appropriately. I can consistently show precision, control, fluency and originality.	Drawing on what I know of the principles of advanced tactics and compositional ideas I can apply these in my own and others' work. I can modify them in different situations and other performers.	I can analyse and comment on my own and others' work as individuals and team members, showing that I understand how skills, tactics or composition and fitness relate to the quality of performance. I can plan ways to improve my own and others' performance.	I can explain the principles of practice and training and apply them effectively. I can explain the benefits of regular, planned activity on health and fitness and plan my own appropriate exercise and activity program.



Level Descriptor	Acquiring and Developing Skills	Selecting and Applying Skills, Tactics and Composition	Evaluating and Improving	Knowledge and Understanding of Fitness and Health
6	I can consistently distinguish and apply advanced skills, techniques and ideas, consistently showing high standards of precision, control, fluency and originality.	Drawing on what I know of the principles of advanced tactics or composition I can apply these principles with proficiency and flair in my own and others' work. I can adapt it appropriately in different situations and other performers.	I can evaluate my own and others' work showing that I understand the impact of skills, strategy and tactics or composition and fitness on the quality and effectiveness of performance. I can plan ways in which my own and others' performance could be improved.	I can use my knowledge of health and fitness to plan my own appropriate exercise and activity program.
7	I can consistently use advanced skills, techniques and ideas with precision and fluency.	Drawing on what I know of the principles of advanced strategies, tactics and composition, I can consistently apply these principles with originality, proficiency and flair in my own and others' work.	I can evaluate my own and others' work, showing that I understand how skills, strategy and tactics or composition and fitness relate to and affect the quality and originality of performance. I can reach judgments independently about how my own and others' performance could be improved, prioritising aspects for further	I can consistently apply appropriate knowledge and understanding of health and fitness in all aspects of my work.

Cross reference the grade given on the grade card with the chart below to ascertain the student's Physical Education grade.

Level Descriptor	Not reaching level 1	Not quite level 1	1	2	3	4	5	6	7
Year 7	1	2	3	4	5	6	7	7	7
Year 8	1	1	2	3	4	5	6	7	7
Year 9	1	1	1	2	3	4	5	6	7



## The Science Department

### Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year 9	Science Grade Descriptors:
7	7	7	<p>Students can use different approaches to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select appropriate strategies. Students can use a range of thinking and learning skills to answer/solve a variety of scientific questions/problems suitable for this age level.</p> <p>They make records of observations, including qualitative observations. They analyse findings and draw conclusions from their evidence. They use data to support and justify their conclusions. They begin to consider whether the evidence they have is sufficient for the conclusions or answers they have made. They use quantitative relationships between variables. They analyse data and begin to explain, and allow for, anomalies. They communicate findings, arguments or ideas using a wide range of appropriate scientific vocabulary.</p>
7	7	6	<p>Students can use different strategies to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select an appropriate strategy to answer questions they have set themselves. In consultation with their teacher they adapt their approach to practical work to control risk. They record data that are relevant and sufficiently detailed. They communicate findings and ideas using relevant scientific terminology.</p>
7	6	5	<p>They select and use methods to obtain reliable data, with precision, using a range of apparatus. They record data in graphs, using lines of best fit. They begin to analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain these conclusions using ideas learned in other areas. They communicate qualitative and quantitative data effectively, or their ideas, using relevant scientific terminology. They evaluate evidence, making some reasonable suggestions about improvements.</p>
6	5	4	<p>Students identify an appropriate approach in investigations using their scientific knowledge and understanding. They plan to collect adequate data for the task, measuring with precision, and identify the need to repeat measurements and observations. They record data effectively, choosing scales for graphs and diagrams, although not always 100% correctly. They draw conclusions that are consistent with the evidence and begin to use scientific knowledge and understanding to explain them using simple justifications. They use knowledge and understanding or numerical data to make comparisons and answer questions. They communicate qualitative and quantitative data effectively, using some relevant scientific terminology.</p>



Year 7	Year 8	Year 9	Science Grade Descriptors:
5	4	3	<p>Students decide on a plan to carry out a range of tasks, including selecting apparatus, collecting resources, etc.</p> <p>They select and use methods to obtain data systematically.</p> <p>They use line graphs to present data and draw simple conclusions from them.</p> <p>They use evidence from their findings to draw scientific conclusions that are consistent with the evidence and can use some knowledge and understanding to give simple explanations.</p> <p>They communicate their ideas using scientific terminology, although there may be some errors in this.</p> <p>They begin to evaluate their working methods to make practical suggestions for improvements.</p>
4	3	2	<p>Students decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment from that provided.</p> <p>They select and use methods that are adequate for the task.</p> <p>They make a series of observations and measurements and vary one factor while keeping others the same.</p> <p>They record their observations, comparisons or measurements using tables and bar charts and begin to plot points to form simple line graphs.</p> <p>They begin to relate their ideas or conclusions to patterns in data or information, including graphs, and to scientific knowledge and understanding.</p> <p>They communicate their conclusions or ideas using some appropriate scientific language, although sometimes the words are used incorrectly.</p> <p>They begin to suggest simple improvements in their work.</p>
3	2	1	<p>They observe and compare objects, living things and events.</p> <p>Students respond to suggestions and put forward their own ideas about how to find the answer to a question.</p> <p>They recognise why it is important to collect data to answer questions.</p> <p>They make simple observations and measure quantities, such as length, temperature or mass, using a range of simple equipment, and record their observations.</p> <p>Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair.</p> <p>They describe their observations or ideas using some scientific vocabulary.</p> <p>They begin to attempt to give simple explanations, but are unable to justify them.</p>
2	1	1	<p>Students can describe simple features of objects, living things and events they observe, communicating their findings in simple ways [for example, talking about their work using very little subject specific vocabulary, through drawings, or simple charts].</p> <p>Students respond to suggestions about how to find things out and, with help, make their own suggestions about how to collect data and answer questions.</p> <p>They use simple texts, with help, to find information, but no explanations are given.</p> <p>They use simple equipment provided, but are unable to name simple apparatus, and make observations related to their task with little or no understanding.</p>
1	1	1	



## The Technology Department

### Design Technology Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year 9	Description: Ideas, Plans, Tools and Materials, Processes, Testing and Identifying
<p>1 Usually</p> <p>2 Consistently</p>	<p>1</p>	<p>1</p>	<p>Pupils generate ideas and recognise characteristics of familiar products. Their plans show that, with help, they can put their ideas into practice. They use pictures and words to describe what they want to do.</p> <p>They explain what they are making and which tools they are using.</p> <p>They use tools and materials with help, where needed.</p> <p>They talk about their own and other people's work in simple terms and describe how a product works.</p>
<p>3 Usually</p> <p>4 Consistently</p>	<p>2 Usually</p> <p>3 Consistently</p>	<p>2</p>	<p>Pupils generate ideas and plan what to do next, based on their experience of working with materials and components.</p> <p>They use models, pictures and words to describe their designs.</p> <p>They select appropriate tools, techniques and materials, explaining their choices.</p> <p>They use tools and assemble, join and combine materials and components in a variety of ways.</p> <p>They recognise what they have done well as their work progresses, and suggest things they could do better in the future.</p>
<p>5</p>	<p>4</p>	<p>3</p>	<p>Pupils generate ideas and recognise that their designs have to meet a range of different needs.</p> <p>They make realistic plans for achieving their aims. They clarify ideas when asked and use words, labeled sketches and models to communicate the details of their designs.</p> <p>They think ahead about the order of their work, choosing appropriate tools, equipment, materials, components and techniques.</p> <p>They use tools and equipment with some accuracy to cut and shape materials and to put together components.</p> <p>They identify where evaluation of the design and make process and their products has led to improvements.</p>
<p>6</p>	<p>5</p>	<p>4</p>	<p>Pupils generate ideas by collecting and using information. They take users' views about aesthetic and technical issues into account as they respond to briefs.</p> <p>They communicate alternative ideas using words, labelled sketches and models, showing that they are aware of constraints. They apply their knowledge and understanding of materials, ingredients and components, and work with them with some accuracy, paying attention to quality of finish and to function. They use some ideas from others' designing to inform their own work.</p> <p>They produce step-by-step plans and then select and work with a range of tools and equipment.</p> <p>They identify what is working well and what could be improved to overcome technical problems. They reflect on their designs as they develop, recognising the significance of knowledge and previous experience.</p>



Year 7	Year 8	Year 9	Description: Ideas, Plans, Tools and Materials, Processes, Testing and Identifying
7	6	5	<p>Pupils develop ideas by drawing on and using various sources of information. They clarify their ideas through discussion, drawing and modeling, showing understanding of aesthetic and economic dimensions.</p> <p>They respond to briefs showing understanding of how culture and society are reflected in familiar products when developing and communicating their own ideas. They show that they are aware of constraints as they apply knowledge and understanding of materials, ingredients and techniques. They use understanding of others' designing as they develop their work. They work from their own detailed plans, modifying them where appropriate.</p> <p>They work with a range of tools, materials, ingredients, equipment, components and processes with some precision.</p> <p>They check their work as it develops, solve technical problems and show some evidence of creativity as they modify their approach in the light of progress. They test and evaluate their products, showing that they understand the situations in which the products will function.</p>
7	7	6	<p>Pupils draw on and use a range of sources of information, and show that they understand the form and function of familiar products as they develop and model ideas. They respond creatively to briefs, exploring and testing their design thinking. They develop detailed criteria for their products and use these to explore proposals. They apply their knowledge and understanding by responding to several aspects of the problem. They recognise the significance of others' designing and modify their approaches accordingly. They produce plans that outline alternative methods of making progress.</p> <p>They work with a range of tools, materials, ingredients, equipment, components and processes, showing that they understand their characteristics.</p> <p>They check their work as it develops and solve technical problems by modifying their approach in the light of progress. They evaluate how effectively they have used information sources, using the results of their research to inform their judgements when developing products. They evaluate their products as they are being used, and identify ways of improving them.</p>
7	7	7	<p>Pupils use a range of strategies to fully develop and model appropriate ideas, responding to information they have identified. They identify conflicting demands on a product and respond creatively to briefs, suggesting ways forward and explaining how their ideas address these demands.</p> <p>When applying knowledge they make decisions on materials and techniques based on their understanding of physical properties and working characteristics. They use their understanding of others' designing by reinterpreting and applying learning in new contexts.</p> <p>They organise their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials, ingredients and components with precision.</p> <p>They use accurate testing to inform their judgements when solving technical problems. They identify a broad range of criteria for evaluating their products, clearly relating their findings to environmental, ethical, and social and cultural dimensions.</p>



## The Technology Department

### Information Communication Technology Attainment Descriptor: Lower Secondary

Year 7 Level	Planning	Searching	Creating
1	I do not plan my work before completing it.	I struggle to be able to search for useful information without help.	Without a lot of support I cannot complete the practical tasks set.
2	I can produce a rough plan of what I will complete but the final product is not similar to the end product	I can search for useful information on my own but I struggle to determine which is good for my audience without significant help.	I need a lot of support to complete the practical tasks but I could submit a basic file without help.
3	I can produce a simple plan of what I will need that looks similar to the end product.	I can search for useful information on my own but I struggle to determine which is good for my audience.	I need some support in order to complete the practical tasks set.
4	I can produce a plan of what I will need that looks similar to the end product.	I can find the information I need and organise it for my work.	I need minimal support in order to complete the practical tasks set.
5	I can produce a detailed plan of what I will need that looks similar to the end product	I can find the information I need and organise it for my work and make it suitable for my target audience or purpose.	I can independently search for a solution to a problem before asking for support in my practical tasks.
6	I can produce a detailed plan of what I will need that looks similar to the end product and a rough timeline of how long it will take.	I can search and select the information I need for different audiences.	I am able to complete the practical tasks set using the minimum of independent searching for the solution.
7	I can produce a detailed plan of what I will need that looks similar to the end product and an accurate timeline of how long it will take.	I can search for, and select, the information I need for different purposes and multiple audiences.	I am able to complete the practical tasks set independently and I am also able to include extra skills above what is needed for the task.





Year 8 Level	Planning	Searching	Creating	Year 7 Level
1	There is no structure to the storage or naming of the files I am using.	I cannot complete a basic search to find the information I need to solve a problem.	I can use a limited amount of features to complete my work for a specific audience.	I struggle to find areas of improvement in my work.
2	There is an attempt at the structure/naming of the files I am using but it is inefficient and makes it difficult to find in the future.	I can search for information but struggle to elicit the information needed for my task.	I can use the features needed to complete my work but I struggle to do this independently for a specific audience.	I can see basic areas of improvement in my work but find it difficult to make the necessary changes.
3	I can save my files using suitable names that help me find them again	I can select the information I need for a specific purposes	I can show my ideas in one format for a specific audience but struggle to be able to adept it for other audiences	I can review my work and refine it to improve its quality
4	I can save my files using suitable names that help me find them again in an unstructured folder structure.	I can select the information I need for different purposes.	I can present my ideas in a variety of ways and show a clear sense of audience.	I can review my work and refine it to improve its quality and I have limited skills at reviewing and giving feedback to others.
5	I can save my files using suitable names that help me find them again in an organised folder structure with appropriate names.	I can select the information I need for different purposes from a range of sources.	I can present my ideas in a variety of ways and show a clear sense of audience but I do not independently use other programs to help me do this.	I can review my work and refine it to improve its quality and I can review and give feedback to others.
6	I can do the above and I can also name some of the basic file extensions.	I can select the information I need for different purposes from a range of reliable sources.	I can present my ideas in a program and show a clear sense of different audiences/purpose.	I can develop and review my work and refine it to improve its quality. I can also review and give detailed constructive feedback to others.
7	I can do the above and I can also name some of the basic file extensions and state which program they are used with.	I can select the information I need for different purposes from a range of reliable sources using complex lines of enquiry.	I can use a variety of ICT program to present my ideas showing a sense of different audiences/purpose.	I can use ICT structure to develop and review my work to be able to refine it for different audiences/purposes. I can also give detailed, constructive feedback to others.



Year 9 Level	Planning	Searching	Creating	Year 7 Level
1	I do not use the relevant Business and ICT terminology	I cannot apply relevant Business and ICT knowledge to current Business/ICT issues.	I cannot select data for analysis from relevant sources of information.	I struggle to find areas of improvement in my work.
2	I can use basic relevant Business and ICT terminology and understand basic concepts and methods used but only with significant support.	I can apply basic relevant Business and ICT knowledge to a specific current Business/ ICT issue but only with significant support.	I can select data for analysis from relevant sources of information but only with support.	I can see basic areas of improvement in my work but find it difficult to make the necessary changes.
3	I can use basic relevant Business and ICT terminology and understand basic concepts and methods used independently.	I can apply basic relevant Business and ICT knowledge to a specific current Business/ ICT issue and can do so independently.	I can select data from relevant sources of information and can analyse qualitative and quantitative data to develop basic arguments but only with support.	I can review my work and refine it to improve its quality.
4	I can use relevant Business and ICT terminology and understand the concepts and methods used independently.	I can apply basic relevant Business and ICT knowledge to key current Business/ICT issues and problems in a wide range of appropriate contexts with support.	I can select data from relevant sources of information and can analyse qualitative and quantitative data to develop basic arguments independently.	I can review my work and refine it to improve its quality and I have limited skills at reviewing and giving feedback to others.
5	I can make effective use of relevant Business and ICT terminology and possess sound understanding of the concepts and methods used and can employ them independently.	I can apply basic relevant Business and ICT knowledge to key current Business/ICT issues and problems in a wide range of appropriate contexts independently.	I can select data from a varied range of relevant sources of information and can analyse qualitative and quantitative data to develop arguments independently.	I can review my work and refine it to improve its quality and I can review and give feedback to others.
6	I can make excellent use of Business and ICT terminology and possess sound understanding of the concepts and methods used and can employ them independently.	I can apply advanced relevant Business and ICT knowledge to key current Business/ICT issues and problems in a wide range of appropriate contexts with support.	I can select data from a varied range of relevant sources of information and can analyse qualitative and quantitative data to develop arguments and make informed judgements independently.	I can develop and review my work and refine it to improve its quality. I can also review and give detailed constructive feedback to others.
7	I can make excellent use of advanced Business and ICT terminology and possess an excellent understanding of all the concepts and methods used and can employ them.	I can apply advanced relevant Business and ICT knowledge to key current Business/ICT issues and problems in a wide range of appropriate contexts independently.	I select data from a varied range of relevant sources of information and can analyse qualitative and quantitative data to develop strong arguments and make excellent informed judgements independently.	I can use Business/ICT structure to develop and review my work to be able to refine it for different audiences/ purposes. I can also give detailed, constructive feedback to others.



## The Thai Department

### Thai Language Attainment Descriptor: Lower Secondary

Year 7	Year 8	Year 9	Listening and Speaking	Reading	Writing
1 (sometimes)	1 (usually)	1	I am able to speak clearly. I am able to listen and follow simple instructions. I am able to listen to a story and answer questions.	I am able to read words correctly.  I am able to read simple sentences. I am able to read a short story.	I am able to write words. I am able to write simple sentences. I am able to write a simple story.
2 (usually)	2 (consistently)				
3 (consistently)					
4	3	2	I am able to discuss what I have listened to. I am able to describe what I have listened to.	I am able to read and understand simple poem. I am able to read and identify facts and opinions.	I am able to write simple words describing pictures. I am able to write simple sentences used in everyday life.
5	4 (usually)	3	I am able to ask questions and answer questions about what I have listened to. I am able to explain my own feelings about what I have listened to.	I am able to read simple stories and able to discuss those passages.	I am able to write simple sentences describing pictures. I am able to write simple sentences from imagination. I am able to write facts and opinion.
	5 (consistently)				
6	6	4 (usually)	I am able to summarise what I have listened to. I am able to listen and follow advanced instructions.	I am able to read signs and discuss their meaning. I am able to read instructions and follow instructions.	I am able to write simple dialogues. I am able to write simple poems.
		5 (consistently)			
7	7	6	I am able to speak 'asking and requesting' sentences using appropriate vocabularies. I am able to express my opinion on story I have read or listened to.	I am able to read complex stories and I can retell stories in my own words. I am able to read and follow instructions.	I am able to write simple story describing pictures. I am able to write instructions.
7	7	7	I am able to listen and speak with good manners. I am able to discuss how morals from story can be used in daily life.	I am able to choose and read book of my interest independently and summarise the story	I am able to white story from experience. I am able to write story from imagination. I am able to write an essay.



## **The Thai Department**

### **Thai Culture Attainment Descriptor: Lower Secondary**

Due to a curriculum change the new attainment criteria will be published here soon.



## Whole School Themes

A and E grades are defined below. As a guide:

- A means always excellent.
- B means regularly or nearly always.
- C means usually needs improvement.
- D means only occasionally.
- E means rarely.

### Verbal Answers

**A:** The student is prepared to give a sensible answer.  
S/he raises a hand to make a point and never interrupts.  
Spoken comments are clear and audible to the audience.  
The language used is subject specific.

**E:** The student rarely becomes actively involved in relevant individual and group communication.

### Meets Deadlines

**A:** The student can always be relied upon to complete tasks on time.

**E:** The student rarely keeps to deadlines in completing tasks.

### Works Independently

**A:** The student always makes sure any missed classwork or homework is caught up at the earliest opportunity. Although s/he is prepared to ask questions when help is needed, s/he tries to see problems through to the end using her/his own initiative.  
The student does not require the support of fellow students to engage with the work.

**E:** The student is unable to work without support. S/he does not display willingness nor the initiative to carry out tasks alone.

### Works as Part of a Group

**A:** The student works well in a collaborative setting.  
S/he listens and considers others' points of view.  
S/he makes suggestions of his/her own and can accept it if they are not accepted by the group.  
The student supports others in the group.

**E:** The student will not accept the points of view of others.  
S/he does not work well in a group and disrupts the group dynamics by what they say or how they act.



## Follows Instructions

**A:** The student listens carefully and always follows the teacher's directions unaided and without objection. S/he is able to follow written instructions without support.

**E:** The student refuses, or is unable, to follow both verbal and written instructions.

## Equipped for the Lesson

**A:** The student will always have the necessary materials: texts, files, paper, pen, diary, pencil, eraser, sharpener, ruler, and for maths and science, compasses, protractor, and scientific or graphical calculator.

For PE the student will always have the necessary kit.

**E:** The student is rarely prepared for the class.

## Punctuality

**A:** The student will always be on time to class, and will settle down quickly and quietly ready to start the lesson.

The student changes into his/her PE kit in good time.

**E:** The student is rarely on time to class and/or takes excessive time in settling down to the lesson.

## Presentation

**A:** The student shows an obvious and consistent pride in the presentation of his/her work (even if they are not naturally a neat worker).

Work is clearly set out.

Underlining is done neatly with a ruler.

The writing is clear.

Errors are neatly crossed out. Correction fluid is not used.

The student's PE kit is always clean and worn with pride.

**E:** There is an obvious lack of care and pride in the presentation of the student's work.

## Attitude

**A:** This is about respect for peers and the teacher.

The student always listens to the teacher and other students.

S/he stays on task and actively takes part in the lesson/activity/group work, and never makes inappropriate comments or uses inappropriate language.

The student always pays full attention in class and does not disrupt the lesson in any way.

**E:** By failing to pay attention and disrupting the lesson the student rarely shows respect.

S/he does not show responsibility for his/her own actions and their consequences, and does not react positively to advice.

Your choice. Their future. Our family.

## **Garden International School**

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