Attainment descriptors - Integrated Science S1-S3

APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 13 AND 14 OCTOBER 2016 IN BRUSSELS

Entry into force on 1 September 2018
Attainment descriptors - Integrated Science S1-S3

**Grade A (9.0-10 – Excellent)**

The student:
- Is capable of critical analysis and use of scientific knowledge.
- Can plan an experiment selecting appropriate materials and equipment.
- Has developed excellent manipulation skills and shows considerable attention to safety concerns.
- Communicates clearly using scientific vocabulary correctly.
- Demonstrates excellent presentation skills.
- Has excellent graphing skills.
- Shows initiative and is often a team leader.

**Grade B (8.0-8.9 – Very good)**

The student:
- Can use scientific knowledge to analyse unfamiliar problems.
- Can plan an experiment with assistance and write a detailed and structured report.
- Has made very good progress in developing new manipulation skills and is very aware of safety concerns.
- Communicates clearly using scientific vocabulary correctly.
- Demonstrates very good presentation skills.
- Is able to draw, describe and analyse different kinds of graphs.
- Works constructively in a team.

**Grade C (7.0-7.9 – Good)**

The student:
- Can use scientific knowledge to analyse familiar problems.
- Can follow a procedure and write a detailed report following guidelines.
- Has made good progress in developing new manipulation skills and pays attention to safety concerns.
- Communicates clearly most of the time using scientific vocabulary correctly.
- Demonstrates good presentation skills.
- Is able to draw, describe and analyse simple graphs.
- Works well in a team.

**Grade D (6.0-6.9 – Satisfactory)**

The student:
- Shows satisfactory understanding of scientific knowledge but has difficulty applying it.
- Can follow a procedure and write a basic lab report following guidelines.
- Has made satisfactory progress in developing new manipulation skills and pays attention to safety concerns.
- Uses basic scientific vocabulary, and descriptions show some structure.
- Demonstrates satisfactory presentation skills.
- Is able to draw, describe and read simple graphs.
- Works satisfactorily in a team.
Grade E (5.0-5.9 – Sufficient)

The student:

- Recalls basic scientific knowledge (names, facts and definitions) correctly.
- Can follow a procedure and write a basic lab report by completing given work sheets.
- Has made sufficient progress in developing new manipulation skills and pays attention to safety concerns.
- Uses basic scientific vocabulary, but descriptions may lack structure or clarity.
- Demonstrates satisfactory presentation skills
- Is able to draw and describe simple graphs.
- Participates in teamwork.

Grade F (3.0-4.9 – Failed/Weak)

The student:

- Shows little recall of basic scientific knowledge.
- Rarely completes experimental work. Has made insufficient progress in developing new manipulation skills and pays insufficient attention to safety concerns.
- Generally produces descriptions that are insufficient or incomplete with a poor use of scientific vocabulary.
- Lacks acceptable presentation skills.
- Has difficulty drawing and describing simple graphs.
- Needs assistance when working in a team.

Grade FX (0-2.9 – Failed/Very weak)

The student:

- Shows very little recall of basic scientific knowledge.
- Has problems following a procedure or completing written work.
- Has made no progress in developing new manipulation skills and generally pays no attention to safety.
- Has very poor communication and presentation skills.
- Has difficulty drawing and describing simple graphs without assistance.
- Does not work in a team.

Students should develop awareness of the environment and learn to act as responsible citizens with respect to their environment.
# Attainment descriptors – Integrated Science S1-S3

<table>
<thead>
<tr>
<th>Subject competences</th>
<th>A (9.0-10 – Excellent)</th>
<th>B (8.0-8.9 – Very good)</th>
<th>C (7.0-7.9 – Good)</th>
<th>D (6.0-6.9 – Satisfactory)</th>
<th>E (5.0-5.9 – Sufficient)</th>
<th>F (3.0-4.9 – Failed/Weak)</th>
<th>FX (0-2.9 – Failed/very Weak)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Is capable of critical analysis and use of scientific knowledge.</td>
<td>Can use scientific knowledge to analyse unfamiliar problems.</td>
<td>Can use scientific knowledge to analyse familiar problems.</td>
<td>Shows satisfactory understanding of scientific knowledge but has difficulties applying it.</td>
<td>Recalls basic scientific knowledge (names, facts and definitions) correctly.</td>
<td>Shows little recall of basic scientific knowledge.</td>
<td>Shows very little recall of basic scientific knowledge.</td>
</tr>
<tr>
<td></td>
<td>Excellent graphing skills.</td>
<td>Is able to draw, describe and analyse different kinds of graphs.</td>
<td>Is able to draw, describe and analyse simple graphs.</td>
<td>Is able to draw, describe and read simple graphs.</td>
<td>Is able to draw and describe simple graphs.</td>
<td>Has difficulty drawing and describing simple graphs.</td>
<td>Has difficulty drawing and describing simple graphs without assistance.</td>
</tr>
<tr>
<td>Investigative work</td>
<td>Can plan an experiment selecting appropriate materials and equipment.</td>
<td>Can plan an exp. with assistance and write a detailed and structured report.</td>
<td>Follows the procedure and writes a detailed report following guidelines.</td>
<td>Follows the procedure and writes a basic lab report following guidelines.</td>
<td>Follows a procedure and writes a basic lab report by completing given work sheets.</td>
<td>Rarely completes experimental work.</td>
<td>Rarely follows the procedure or completes written work.</td>
</tr>
<tr>
<td>Manipulation skills and safety</td>
<td>Has developed excellent manipulation skills and considerable attention to safety concerns.</td>
<td>Very good progress in developing new manipulation skills and pays attention to safety concerns.</td>
<td>Good progress in developing new manipulation skills and pays attention to safety concerns.</td>
<td>Satisfactory progress in developing new manipulation skills pays attention to safety concerns.</td>
<td>Sufficient progress in developing new manipulation skills pays attention to safety concerns.</td>
<td>Insufficient progress in developing new manipulation skills and insufficient attention to safety concerns.</td>
<td>Has made no progress in developing new manipulation skills and generally pays no attention to safety.</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communication (oral and written)</td>
<td>Communicates clearly using scientific vocabulary correctly. Demonstrates excellent presentation skills.</td>
<td>Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills.</td>
<td>Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills.</td>
<td>Uses basic scientific vocabulary, and descriptions show some structure. Demonstrates satisfactory presentation skills.</td>
<td>Uses basic scientific vocabulary, but descriptions may lack structure or clarity. Demonstrates satisfactory presentation skills.</td>
<td>Generally produces descriptions that are insufficient or incomplete with a poor use of scientific vocabulary. Lacks acceptable presentation skills.</td>
<td>Has very poor communication and presentation skills.</td>
</tr>
</tbody>
</table>

Students should develop awareness of the environment and learn to act as responsible citizens with respect to their environment.