Attainment descriptors – ICTC – S4-S5

APPROVED BY THE JOINT TEACHING COMMITTEE ON 9 AND 10 FEBRUARY 2017 IN BRUSSELS

Entry into force on 1 September 2018
Attainment descriptors - ICTC - S4 - S5

Grade A (9.0 - 10 – Excellent)

- Shows thorough understanding of the knowledge and skills in all areas of the syllabus.
- Interprets and translates very challenging problems into clear and understandable solutions.
- Draws full and relevant conclusions from information.
- Evaluates and reflects on results and recognises and corrects own errors.
- Works in a very structured and clear way.
- Be able to acquire all new knowledge and skills needed to reach the desired result and implement them well in unfamiliar situations.
- Is aware of and complies with security risks and legal regulations throughout the whole working process.

Grade B (8.0 - 8.9 – Very good)

- Shows a very good understanding of the knowledge and skills in all areas of the syllabus.
- Interprets and translates challenging problems into understandable solutions;
- Draws relevant conclusions from information.
- Evaluates the results, recognises and correct own errors.
- Works in a structured and clear way.
- Be able to acquire new knowledge and skills and implement them in unfamiliar situations.
- Is aware of and complies with security risks and legal regulations throughout the whole working process.

Grade C (7.0 - 7.9 – Good)

- Shows a good understanding of the knowledge and skills in all areas of the syllabus.
- Interprets and translates routine problems into understandable solutions.
- Draws mostly relevant conclusions from information
- Evaluates the results, recognises and generally corrects own errors.
- Works in a structured way.
- Be able to use already acquired knowledge and skills and implement them in familiar situations.
- Is mostly aware of and comply with security risks and legal regulations throughout the whole working process.
Grade D (6.0 - 6.9 – Satisfactory)

- Shows satisfactory understanding of the knowledge and skills in all areas of the syllabus.
- Translates routine problems into a result.
- Draws conclusions from information
- Evaluates the results and attempts to correct own errors.
- Works partly in a structured way.

Grade E (5.0 - 5.9 – Sufficient)

- Show satisfactory understanding of the knowledge and skills in most areas of the syllabus;
- translates simple problems into a result;
  - Attempts to draw conclusions but makes frequent errors.

Grade F (3.0 - 4.9 – Failed/Weak)

- Shows only partial understanding of the knowledge and skills of the syllabus.
- Fails to draw conclusions and makes frequent errors.

Grade FX (0 - 2.9 – Failed/Very weak)

- Shows an insufficient understanding of the knowledge and skills of the syllabus;
- Is not able to draw conclusions from information.
## Annex – Attainment descriptors – ICT – S4 – S5

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>FX</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpretation</strong></td>
<td>(9.0 - 10 Excellent)</td>
<td>(8.0 - 8.9 Very good)</td>
<td>(7.0 - 7.9 Good)</td>
<td>(6.0 - 6.9 Satisfactory)</td>
<td>(5.0 - 5.9 Sufficient)</td>
<td>(3.0 - 4.9 Failed/Weak)</td>
<td>(0 - 2.9 Failed/Very weak)</td>
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<tr>
<td></td>
<td>Has a complete understanding of the problem.</td>
<td>Has a very good understanding of the problem.</td>
<td>Has a good understanding of the problem.</td>
<td>Has a satisfactory understanding of the problem.</td>
<td>Has a sufficient understanding of the problem.</td>
<td>Has a weak understanding of the problem.</td>
<td>Does not have an understanding of the problem.</td>
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<tr>
<td></td>
<td>Translates the problem into a very clear and understandable solution.</td>
<td>Translates the problem into a clear and understandable solution.</td>
<td>Translates the problem into a good and understandable solution.</td>
<td>Translates the problem into an understandable solution.</td>
<td>Chooses a satisfactory solution.</td>
<td>Translates the problem into an understandable solution.</td>
<td>Is not able to translating the problem into an understandable solution.</td>
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<tr>
<td></td>
<td>Chooses the most suitable solution.</td>
<td>Chooses the most suitable solution.</td>
<td>Chooses a suitable solution.</td>
<td>Chooses a satisfactory solution.</td>
<td>Chooses a sufficient solution.</td>
<td>Chooses a sufficient solution.</td>
<td>Is unable to make a connection between the syllabus and the problem</td>
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<tr>
<td><strong>Linking and applying</strong></td>
<td>Makes connections between different parts of the syllabus and applies competences for solving problems in an excellent way.</td>
<td>Makes connections between different parts of the syllabus and applies competences for solving problems in a very good way.</td>
<td>Makes connections between different parts of the syllabus and applies competences for solving problems in a good way.</td>
<td>Makes connections between different parts of the syllabus and applies competences for solving problems in a satisfactory way.</td>
<td>Makes connections between different parts of the syllabus and applies competences for solving problems in a sufficient way.</td>
<td>Attempts make a connection between the syllabus and the problem</td>
<td>Is unable to make a connection between the syllabus and the problem</td>
</tr>
<tr>
<td></td>
<td>Applies competences in unfamiliar areas in</td>
<td>Applies basic competences in</td>
<td></td>
<td>Sometimes applies basic competences</td>
<td></td>
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<tr>
<td>Problem solving</td>
<td>Serves challenging problems and reaches an excellent solution</td>
<td>Serves non-routine problems and reaches a very good solution</td>
<td>Serves routine problems and reaches a good solution</td>
<td>Serves routine problems and reaches a satisfactory solution</td>
<td>Attempts to solve routine problems but does not reach a solution</td>
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<tr>
<td>Awareness</td>
<td>Excellent awareness of ethics, safety and security in ICT.</td>
<td>Very good awareness of ethics, safety and security in ICT.</td>
<td>Good awareness of ethics, safety and security in ICT.</td>
<td>Awareness of ethics, safety and security in ICT.</td>
<td>Insufficient awareness of ethics, safety and security in ICT.</td>
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</table>