



Schola Europaea

Office of the Secretary-General  
Pedagogical Development Unit

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## **Attainment descriptors – Mathematics 3 Periods, 5 Periods and Advanced level– S6-S7**

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**APPROVED BY THE JOINT TEACHING COMMITTEE AT ITS MEETING OF 12  
AND 13 OCTOBER 2017 IN BRUSSELS**

**Entry into force on 1 September 2019 for S6**

**on 1 September 2020 for S7**

**1<sup>st</sup> Baccalaureate session in June 2021**

## Attainment descriptors – Mathematics 3 P, 5 P and Advanced level – S6 - S7

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>FX</b>
	(9,0 - 10 Excellent)	(8,0 - 8,9 Very good)	(7,0 - 7,9 Good)	(6,0 - 6,9 Satisfactory)	(5,0 - 5,9 Sufficient)	(3,0 - 4,9 Failed/Weak)	(0 - 2,9 Failed/Very weak)
<b>Knowledge and comprehension</b>	Demonstrates comprehensive knowledge and understanding of mathematical terms, symbols and principles in all areas of the programme	Shows broad knowledge and understanding of mathematical terms, symbols and principles in all areas of the programme	Shows satisfactory knowledge and understanding of mathematical terms, symbols and principles in all areas of the programme	Shows satisfactory knowledge and understanding of mathematical terms, symbols and principles in most areas of the programme	Demonstrates satisfactory knowledge and understanding of straightforward mathematical terms, symbols and principles	Shows partial knowledge and limited understanding of mathematical terms, symbols, and principles	Shows very little knowledge and understanding of mathematical terms, symbols and principles
<b>Mathematical processes</b>	Successfully carries out mathematical processes in all areas of the syllabus	Successfully carries out mathematical processes in most areas of the syllabus	Successfully carries out mathematical processes in a variety of contexts	Successfully carries out mathematical processes in straightforward contexts	Carries out mathematical processes in straightforward contexts, but with some errors	Carries out mathematical processes in straightforward contexts, but makes frequent errors	Does not carry out appropriate processes
<b>Problem solving</b>	Translates complex non-routine problems into mathematical symbols and reasons to a correct result; makes and uses connections between different parts of the programme	Translates non-routine problems into mathematical symbols and reasons to a correct result; makes some connections between different parts of the programme	Translates routine problems into mathematical symbols and reasons to a correct result	Translates routine problems into mathematical symbols and reasons to a result	Translates routine problems into mathematical symbols and attempts to reason to a result	N/A	N/A

## Attainment descriptors – Mathematics 3 P, 5 P and Advanced level – S6 - S7

<b>Interpretation</b>	Draws full and relevant conclusions from information; evaluates reasonableness of results and recognises own errors	Draws relevant conclusions from information, evaluates reasonableness of results and recognises own errors	Draws relevant conclusions from information and attempts to evaluate reasonableness of results	Attempts to draw conclusions from information given, shows some understanding of the reasonableness of results	Attempts to draw conclusions from information and shows limited understanding of the reasonableness of results	Makes little attempt to interpret information	N/A
<b>Communication</b>	Consistently presents reasoning and results in a clear, effective and concise manner, using mathematical terminology and notation correctly	Consistently presents reasoning and results clearly using mathematical terminology and notation correctly	Generally presents reasoning and results clearly using mathematical terminology and notation correctly	Generally presents reasoning and results adequately using mathematical terminology and notation	Generally presents reasoning and results adequately; using some mathematical terminology and notation	Attempts to present reasoning and results using mathematical terms	Displays insufficient reasoning and use of mathematical terms
<b>Technology</b>	Uses technology appropriately and creatively in a wide range of situations	Uses technology appropriately in a wide range of situations	Uses technology appropriately most of the time	Uses technology satisfactorily most of the time	Uses technology satisfactorily in straightforward situations	Uses technology to a limited extent	Does not use technology satisfactorily