



**Schola Europaea**

Office of the Secretary-General  
Pedagogical Development Unit

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**Orig.: FR**



## **Attainment descriptors – Biology (4P) – Chemistry – Physics – 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 – Biology (4P) – Chemistry – Physics – S6-S7

	<b>A</b> (9.0-10 - Excellent)	<b>B</b> (8.0-8.9 – Very good)	<b>C</b> (7.0-7.9 – Good)	<b>D</b> (6.0-6.9 – Satisfactory)	<b>E</b> (5.0-5.9 – Sufficient)	<b>F</b> (3.0-4.9 – Failed/Weak)	<b>FX</b> (0-2.9 – Failed/Very weak)
<b>Knowledge and Comprehension</b>	Displays comprehensive knowledge of facts and a thorough command and use of concepts and principles in science.	Displays a very broad knowledge of facts and a good command and use of concepts and principles in science.	Displays a broad knowledge of facts and good understanding of main concepts and principles in science.	Displays a reasonable knowledge of facts and definitions and understanding of basic concepts and principles in science.	Recalls main terms, facts and definitions.  Understands only basic concepts and principles in science.	Displays little recall of factual information and a limited understanding of concepts and principles in science.	Displays very little recall of factual information.  Shows very little understanding of scientific principles and concepts.
<b>Application</b>	Makes connections between different parts of the syllabus and applies concepts to a wide variety of unfamiliar situations and makes appropriate predictions.	Makes some connections between different parts of the syllabus and applies concepts and principles to unfamiliar situations.	Is capable of using knowledge in an unfamiliar situation.	Is capable of using knowledge in a familiar situation.	Can use basic knowledge in a familiar situation.	/	/
<b>Analysis and e Evaluation</b>	Is capable of detailed and critical analysis and explanations of complex data.	Analyses, evaluates and explains complex data well.	Produces good analysis and explanations of simple data.	Produces basic analysis and explanations of simple data.	Given a structure can analyse and explain simple data.	Can use data only with significant guidance.	Fails to use data adequately.

<b>Practical work and use of technology</b>	Formulates hypotheses, plans and carries out investigations using a wide range of techniques while being aware of safety and ethical issues.	Plans and carries out experiments using appropriate techniques, being aware of safety and ethical issues.	Follows a written procedure safely and makes and records observations, presenting them using different techniques.	Follows a written procedure safely and records observations.	Follows a written procedure safely and makes basic observations.	Has difficulty following instructions without supervision.	Is not able to safely follow a written procedure.
<b>Communication (written and oral) including use of ICT</b>	Communicates logically and concisely using scientific vocabulary correctly. Demonstrates excellent presentation skills.	Communicates clearly using scientific vocabulary correctly. Demonstrates very good presentation skills.	Communicates clearly most of the time using scientific vocabulary correctly. Demonstrates good presentation skills.	Uses basic scientific vocabulary, and descriptions show some structure. Demonstrates satisfactory presentation skills.	Uses basic scientific vocabulary, but descriptions may lack structure or clarity. Demonstrates satisfactory presentation skills	Generally produces descriptions that are insufficient or incomplete with a poor use of scientific vocabulary. Lacks acceptable presentation skills.	Has very poor communication and presentation skills.
<b>Participation and working with others</b>	Shows initiative when working with others. Excellent contribution in all aspects of subject work.	Works constructively in a team. Very good contribution in all aspects of subject work.	Works well in a team. Good level of participation in all areas of subject work.	Works satisfactorily in a team. Participation in most areas of subject work.	Participates in team work. Some participation in subject work.	Needs assistance when working in a team. Little participation in subject work.	Does not work in a team. No participation in subject work.