G ade de c

For use from September 2014/January 2015

Grade 3

Demonstrates some knowledge and some understanding of the question or task; responses that are only sometimes valid and / or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

Grade 2

Demonstrates superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

Grade 1

Demonstrates very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

* Applies to literature and performance only

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Grade 3

Receptive skills: students sometimes respond clearly to simple information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to simple information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and
in.6(n)7.CID58394 cr70 Tc 0.00(s)2.4(p)-1.9(.5 85.0394620.5(n)6(e e)e)1.1(6(n)7.2-.5(e)4[i)1(4 590.564TmDn)7.2-.(t)-6.9)3.r-4.3(e-16.2

Grade 7

Grade 2

Demonstrates a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Grade 7

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, pays considerable attention to safety, and is fully capable of working independently.

Grade 6

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, pays due attention to safety and is generally capable of working independently.

Grade 5

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, pays attention to safety and is sometimes capable of working independently.

Grade 4

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, pays some attention to safety although requires some close supervision.

Grade 3

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and a weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and uses some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally pays attention to safety, and requires close supervision.

Grade 2

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles with little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles.

Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety and requires constant supervision.

Grade 7

Demonstrates a thorough knowledge and understanding of the syllabus; successfully applies mathematical principles at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and reasonableness of results and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

Grade 6

Demonstrates a broad knowledge and understanding of the syllabus; st; ntegm e t;fusdgn1g.1.1(5 0 0 9.5 (en5(di)0.0393 508.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics but often uses inappropriate techniques, notation or terminology; uses technology inadequately.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; is unable to make effective use of technology.

Grade 7

Demonstrates in-depth and comprehensive knowledge and understanding of the media used with precise use of terminology to communicate this understanding.

Highly effective use of research, investigation and technical skills.

In-depth understanding of artistic intention and engagement with the artistic process demonstrated in consistent development of ideas, creativity and critical reflection.

Grade 6

Demonstrates detailed knowledge and understanding of the media used with appropriate and consistent use of terminology to communicate this understanding.

Effective use of research, investigation and technical skills.

Understanding of artistic intention and engagement with the artistic process demonstrated in development of ideas, creativity and critical reflection.

Grade 5

Demonstrates sound knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding.

Research, investigation and technical skills are evident and sometimes well developed.

Evidence of understanding of artistic intention and the artistic process and development of ideas, creativity and critical reflection.

Grade 4

Demonstrates secure knowledge and understanding of the media used, with appropriate use of terminology to communicate this understanding.

Research and/or investigation skills are evident but not well developed.

Some understanding of artistic intention and the artistic process, that is, understanding of the work of others, the student's own work and the connections between these.

Some evidence, through the student's own work, of understanding of the artistic process. Technical skills are evident but not necessarily well developed.

There is some evidence of development of ideas and some evidence of creativity and critical reflection.

Grade 3

Demonstrates basic knowledge and understanding of the media used with some use of terminology to communicate this understanding.

There is evidence of research and/or investigation but this remains undeveloped.

Partial understanding of artistic intention, that is, understanding of the work of others and the student's own work.

Evidence in the student's own work of limited artistic process and technical skills.

Creativity and critical reflection emerge occasionally in the work.

Grade 2

Demonstrates little knowledge and understanding of the media used with limited use of terminology.

There is evidence of superficial research and/or investigation.

Theory of knowledge grade descriptors

Grade A

Pertinent knowledge issues are explored thoroughly and linked effectively to areas of knowledge and/or ways of knowing. There is strong evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are clearly developed and well supported by effective concrete examples; counterclaims and implications are explored.

Grade B

Pertinent knowledge issues are explained and linked to areas of knowledge and/or ways of knowing. There is some evidence of a personal exploration of knowledge issues, including consideration of different perspectives. Arguments are partially developed and supported by effective concrete examples; counterclaims are explored and some implications identified.

Grade C

Some pertinent knowledge issues are described and linked to areas of knowledge and/or ways of knowing. There is limited evidence of a personal exploration of knowledge issues; some different perspectives are described but not explored. Arguments are developed to a limited extent and supported by examples; counterclaims are identified.

Grade D

Some pertinent knowledge issues are identified with only superficial links to areas of knowledge and/or