

Guidance on English National Curriculum Grades for IGCSE/KS4



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Key Stage 4: IGCSE Grade Descriptors A* & A

Grade A* skills are....

- Calculating bounds in area and volume questions
- Manipulating complex indices, including surds
- Solving simultaneous equations - one linear and one quadratic
- Using equation of a circle and finding points of intersection with a line
- Transforming graphs of trigonometrical functions
- Knowing graphs of exponential and more complex functions
- Manipulating algebraic fractions
- Rearranging complex equations
- Function notation – inverse and composite functions
- Calculus – differentiation of polynomials, gradient, maximum, minimum, kinematics
- Transforming graphical functions, e.g. $y = f(x+a)$; $y = f(ax)$
- Solving 3D trigonometry problems
- Using the sine and cosine rule
- Mensuration in 3D solids and 2D shapes
- Knowing proofs of circle theorems
- Knowing proofs of construction theorems
- Apply vector methods for geometrical proofs

Grade A skills are....

- Rationlising surds
- Calculating upper and lower bounds
- Manipulating fractional indices
- Rearranging formulae where the variable occurs twice
- Manipulating simple algebraic fractions, e.g. $\frac{1}{x} + \frac{1}{2x} - \frac{1}{6x}$
- Solving algebraic problems, e.g. explain why $(n+1)(n+20)$ is an even number
- Solving quadratics by factorising, formula or completing the square
- Solving equations graphically
- Recognising the difference of two squares
- Simplifying algebra involving powers
- Calculating equation of line through a point and perpendicular to a given line
- Finding trigonometrical solutions, e.g. $\cos x = 0.5$
- Recognising graphs of trigonometrical functions
- Using the sine and cosine rule in simple cases
- Calculating surface area or volume of various solids
- Solving problems involving arcs, sectors and segments
- Using Pythagoras' Theorem in 3D situations
- Using similarity in length, area and volume
- Calculating the distance between points using 3D co-ordinates
- Proving that triangles are congruent
- Using circle theorems
- Carrying out an enlargement with a negative fractional scale factor
- Using the fact that the area of triangle = $\frac{1}{2}ab\sin C$
- Constructing and interpreting histograms
- Understand stratified sampling
- Find probability for combined events using multiplication and addition

Key Stage 4: IGCSE Grade Descriptors B & C

Grade B skills are....

- Calculating compound interest
- Calculating reverse percentage problems
- Calculating with fractions and mixed numbers
- Calculating problems involving numbers in standard form
- Understanding negative indices
- Recognising the difference of 2 squares
- Solving inequalities by algebraic or graphical methods
- Solving simultaneous equations by graphical or algebraic methods
- Matching equations to their graphs
- Solving simple quadratics by factorising
- Solving equations involving fractions
- Expanding brackets
- Using $y=mx+c$ to find the gradient and equation of a line without drawing
- Solving cubic equations graphically (when the graph is given)
- Solving quadratic equations graphically
- Recognising graphs of cubic and reciprocal functions
- Simplifying fractions where the denominator is an algebraic expression
- Factorising expressions, e.g. $6(a-b)^2 - 3(a-b)$
- Using circle theorems
- Understanding similar shapes
- Solving multi-stage trigonometrical problems
- Describing transformations
- Finding interior and exterior angles of polygons
- Finding dimensions of a formulae
- Using tree diagrams for probability
- Analysing data to compare with theoretical results
- Drawing box plots from a cumulative frequency table
- Finding median and inter-quartile range from cumulative frequency table or graph

Grade C skills are....

- Estimation and division by a number less than 1
- Calculating compound interest - no rounding necessary
- Using a calculator in complex situations
- Multiplication and division by a number between 0 and 1
- Calculating with fractions
- Calculating with ratios
- Calculating percentage decrease and increase
- Multiplication and division by powers of 10 and decimals
- Finding the prime factor decomposition of a number
- Using the rules of indices in numeric situations
- Solving cubic equations by trial and improvement
- Rearranging simple formulae
- Solving equations
- Solving inequalities
- Expanding brackets and simplifying the result
- Graphing quadratic functions in simple cases
- Interpreting real-life graphs, e.g. travel graphs
- Finding the n^{th} term for a linear sequence
- Finding the length of a line given 2 points
- Substitution into complex formulae
- Constructing the perpendicular bisector of a given line
- Constructing loci
- Finding volumes of 3D shapes including prisms
- Calculating area or circumference of a circle from diameter
- Carry out transformations including translation with vectors
- Use of Pythagoras' Theorem and trigonometry
- Carrying out constructions, e.g. triangles in all situations
- Solving problems involving polygons, e.g. interior angles
- Understanding, using and solving problems with bearings
- Drawing box plots
- Calculating moving averages
- Finding mean and median from grouped data
- Designing questionnaires
- Explaining the use of different averages

Key Stage 4: IGCSE Grade Descriptors D & E

Grade D skills are....

- Estimation
- Calculating profit and loss
- Solving problems involving proportion in simple cases
- Calculating an increase or decrease by a percentage
- Calculating with fractions in simple cases
- Calculating with ratios in recipes
- Expanding brackets such as $x(x+4)$; Factorising, e.g. $x^2 - 5x$ and $12x - 8$
- Understanding unstructured linear graphs
- Deriving and solving equations from diagrams
- Substituting negative numbers into algebraic expressions
- Expanding and simplifying brackets and expressions
- Solving equations, including unknowns on both sides
- Converting between units of area, e.g. m^2 to cm^2
- Calculating area or circumference of a circle given radius
- Finding area of triangle, regular polygons, compound shapes
- Drawing and measuring bearings
- Finding midpoint of a line given the end co-ordinates
- Carrying out simple transformations
- Solving simple problems involving polygons
- Solving problems involving similar triangles (+ve scale factor)
- Constructing and interpreting plans and elevations
- Solving problems involving parallel lines
- Knowing triangle proofs (exterior angle & angle-sum)
- Constructing a stem and leaf diagram; Understanding and using relative frequency
- Finding missing probability from a list or table of results
- Constructing and interpreting scatter graphs
- Drawing and using lines of best fit
- Understanding correlation
- Finding the modal class from grouped frequencies
- Finding the mean from a discrete frequency distribution
- Explaining deficiencies in questionnaires and sampling techniques

Grade E skills are....

- Simplifying ratios
- Using a calculator, e.g. 1.5^3 and 'square root of 23.78'
- Rounding to 1 significant figure
- Calculating with fractions in simple cases
- Long multiplication and division, including decimals
- Finding percentages by mental methods
- Ordering fractions, decimals and percentages
- Calculating indices and roots, e.g. 4^3 , $2^3 \times 3^2$, 'the cube of 4'
- Using the four rules with negative numbers
- Calculating VAT
- Constructing simple linear graphs
- Simplifying simple algebra
- Using a formula inversely, e.g. find x if $y=3$ where $y = 2x-1$
- Using conversion graphs
- Recognising complex number sequences
- Solving simple equations, e.g. $3y + 2 = 8$
- Understanding the geometry of triangles and quadrilaterals
- Measuring simple bearings
- Carrying out enlargements in simple cases
- Converting between metric and imperial units using known facts
- Calculating volumes in simple cases
- Completing tessellations
- Finding area and perimeter of rectangles and kites
- Identifying planes of symmetry; Working with nets of shapes
- Constructing accurate drawings and angles
- Carrying out simple transformations
- Interpreting a stem and leaf diagram to find the median
- Interpreting a time series graph
- Using data collection sheets
- Finding probabilities from a 2-way table; Using the fact that the sum of probabilities is 1
- Using 'fx' in a frequency table
- Constructing a pie chart

Key Stage 4: IGCSE Grade Descriptors F & G

Grade F skills are....

- Carrying out long multiplication and division: 3-digit by 2-digit
- Calculating simple percentages of quantities
- Calculating simple fractions of quantities
- Understanding the order of operations
- Rounding to various decimal places
- Understanding place value
- Finding simple squares, cubes and roots
- Finding factors of numbers
- Converting between fractions, decimals and percentages
- Using negative numbers in context
- Finding terms in a linear sequence
- Recognising non-linear number sequences
- Using co-ordinates in four quadrants
- Using simple formulae
- Solving simple equations, e.g. $5x = 25$ and $x-2=6$
- Deriving simple expressions
- Estimating lengths
- Using simple scale drawings
- Naming, measuring and drawing angles
- Naming polygons
- Identifying lines of symmetry
- Identifying rotational symmetry
- Using the angle sum on a straight line = 180°
- Identifying faces, edges and vertices
- Stating simple probability
- Listing all outcomes for a single event
- Estimating probability from diagrams, pie charts and tables
- Finding range, and using to compare two distributions
- Finding mean and mode
- Interpreting pie charts
- Using bar charts to compare two sets of data

Grade G skills are....

- Rounding to the nearest integer
- Interpreting bills and timetables
- Rounding to the nearest 10,100, 1000
- Identifying fractions from a shaded diagram
- Identifying percentages from a shaded diagram
- Calculating simple fractions of quantities (numerator of 1)
- Ordering decimals
- Ordering, reading and writing whole numbers
- Converting fractions to a ratio, e.g. $\frac{1}{3}$ of a whole is 1:2
- Using co-ordinates in one quadrant
- Reading from simple real-life graphs
- Finding the next term in a simple linear sequence
- Finding areas, perimeters and volumes by counting
- Drawing 2D shapes
- Measuring and drawing lines
- Drawing circles
- Naming shapes
- Drawing lines of symmetry on a diagram
- Using a given line of reflection
- Completing accurate drawings of given shapes
- Finding median and mode using single digits
- Drawing and interpreting line graphs, bar charts and pictograms
- Making tables, lists and tally charts from discrete data
- Being able to choose the 'most likely' outcome from given information

IGCSE English Grade Descriptors:

Grade U

Candidates make a limited response to texts

Grade G

Candidates make a basic response to texts. They identify some aspects of content, characters or situation.

Grade F

Candidates make a personal response which shows awareness of key ideas, themes, events and characters. They refer to aspects of texts when explaining their views.

Grade E

Candidates make a personal response to texts which shows familiarity when commenting on key ideas, themes, events and characters. They make inferences and deductions and identify some features of language and structure. Writing is communicated in a broadly appropriate way, with some evidence of control in the choice of vocabulary and sentence structures.

Grade D

Candidates make a personal response to texts which shows understanding of meaning and some of the ways in which it is conveyed. They comment on aspects of structure, language and theme as well as expressing their views. Writing shows a generally clear sense of purpose and understanding of the expectations/requirements of the intended reader.

Grade C

Candidates make personal and critical responses to texts which show insight into the ways in which meaning is conveyed. They refer to aspects of language, structure and themes to support their views. Writing is communicated clearly, with a well chosen vocabulary, and some evidence of crafting in the construction of sentences.

Grade B

Candidates develop a perceptive personal response which shows analytical skills when exploring texts. There is understanding of the techniques by which meaning is conveyed and of ways in which readers may respond. They support their responses with detailed references to language, theme and structure. Writing is communicated

effectively, with an aptly chosen vocabulary and well-controlled variety in the construction of sentences.

Grade A

Candidates show analytical and interpretative skill when evaluating texts, making cross references where appropriate. They develop their ideas and refer in detail to aspects of language and structure making apt and careful comparison, where appropriate, within and between texts. Writing shows a strong, assured fulfilment of the task, sharply focused on the writer's purpose and the expectations/requirements of the intended reader.

Grade A*

Candidates show originality of analysis and interpretation when evaluating texts. They make cogent and critical responses to texts in which they explore and evaluate alternative and original interpretations. They show flair and precision in developing ideas with reference to structure. Candidates make subtle and discriminating comparisons, where appropriate, within and between texts. Writing is compelling in its communicative impact, with an extensive vocabulary and skilful control in the construction of varied sentence forms.

IGCSE English Literature Grade Descriptors:

Grade U

Candidates make some attempt to respond to texts.

Grade G

Candidates show limited knowledge of parts of the text, using very limited relevant material. They demonstrate a limited understanding of some aspects of the themes, events and characters in the text as appropriate.

Grade F

Candidates show limited knowledge of the text, using limited relevant material in their answer. They demonstrate a general understanding of some of the themes, events and characters in the text as appropriate. They write some simple statements and show some evidence of a response to the text, responding to some parts of the question and covering a limited number of points.

Grade E

Candidates show a basic knowledge of the text, using some relevant material in their answer. They demonstrate some recognition of themes, events and characters in the text, as appropriate. They write a limited number of points in answer to some parts of the question and write some clear statements. They respond to most of the question, demonstrating some engagement with the text.

Grade D

Candidates show simple knowledge of the text, using mostly relevant material in their answer. They make reference to the text to support points made, showing limited understanding of the social and historical context of the text where appropriate. They show a general understanding of themes, events, characterisation and language in the text as appropriate, and show some recognition of writers' techniques. They show an understanding of and response to the terms of the question which are appropriate and identifiable, and demonstrate engagement with the text by responding with a degree of informed personal response.

Grade C

Candidates show a sound knowledge of the text, using only relevant material in their answer. They make use of close reference to support points made, showing some explicit or implicit insights into the social and historical context of the text where appropriate. They demonstrate a clear understanding and appreciation of themes, events, characterisation and language in the text as appropriate, and show an appreciation of the writer's craft. They show an understanding of and response to the terms of the question, writing an identifiable number of appropriate points in

answer to all parts of the question, and demonstrate engagement with the text by offering personal opinions.

Grade B

Candidates show a confident familiarity with the text, using only relevant material in the answer. They make use of close reference and some quotation to support points made, demonstrating an understanding of the social, historical and cultural context of the text where appropriate. They show a sound understanding and appreciation of themes, events, characterisation and language in the text as appropriate, and show some insights into the writer's craft. They present points in a fluent and ordered manner and show an ability to use some technical vocabulary in analysis of texts. They show a clear understanding of and response to the terms of the question, writing identifiable points which are appropriate to the question, and demonstrate engagement with the text by responding with a degree of informed personal response.

Grade A

Candidates show a detailed knowledge of the text, using only relevant material in the answer. They make good use of close reference and quotation to support points made, demonstrating a good understanding of social, historical and cultural contexts of the text where appropriate. They show a sensitive and well informed personal understanding and appreciation of themes, events, techniques, characterisation and language in the text as appropriate, and show evidence of personal insights into the writer's craft. They present points in a focused and analytical manner and show an ease and familiarity in using technical vocabulary in analysis of the text. They write with a clear focus on the terms of the question, writing clearly identifiable points which are appropriate, convey ideas confidently, and demonstrate close engagement with the text by responding with an informed, personal evaluation.

Grade A*

Candidates show a highly detailed knowledge of the text, using only relevant material in the answer. They make highly skilled use of close reference and quotation, demonstrating clearly informed insight into the social, historical and cultural context of the text where appropriate. They show a sensitive, mature and critical understanding and appreciation of themes, events, techniques, structure, characterisation and language in the text where appropriate, and show evidence of sophistication in appreciation of writer's craft. They show confidence in using technical vocabulary in analysis of text, demonstrating strong analytical and interpretative skills. They show a sensitive, mature and critical understanding and appreciation of meaning, showing evidence of a sophisticated appreciation of the poets' use of language and style. They

write with a clear focus on the terms of the question, writing clearly identifiable points which show insight and originality. They convey ideas confidently and with conviction, demonstrating an informed and well argued personal response, and write clearly identifiable points which show insight and originality.

IGSE Biology Grade Descriptors

Grade F

Candidates can

- recall a limited range of information: for example, they state the main functions of organs of the human body, they know that plants need light for photosynthesis
- use and apply knowledge and understanding in some specific everyday contexts: for example, they describe how the heart rate increases with exercise
- Candidates obtain information from simple tables, charts and graphs and identify simple patterns.

Grade D

Candidates can

- recall a range of information: for example and may correctly apply it within a context, they state the main functions of organs of the human body, they know that plants need light for photosynthesis
- Identify and use knowledge in some specific everyday contexts with simplistic understanding: for example, they describe how the heart rate increases with exercise

Grade C

Candidates can

- use and apply biological knowledge and understanding in some general contexts: for example, they describe how a leaf is adapted to its functions
- describe links between related phenomena in different contexts: use diagrams, charts and graphs to support arguments, use appropriate scientific and technical vocabulary in a range of contexts
- use scientific knowledge and understanding to identify an approach to a question: for example, identifying key factors to vary and control.

Grade B

Candidates can

- use detailed scientific knowledge and understanding in a range of applications relating to scientific systems or phenomena: for example, they explain how temperature or water content is regulated in humans.
- limited in drawing together and communicate knowledge from more than one area, use routinely scientific or mathematical conventions in support of arguments and use in a slight limited range of scientific and technical vocabulary throughout their work

Grade A

Candidates can

- use detailed scientific knowledge and understanding in a range of applications relating to scientific systems or phenomena: for example, they explain how temperature or water content is regulated in humans.
- draw together and communicate knowledge from more than one area, use routinely scientific or mathematical conventions in support of arguments and use a wide range of scientific and technical vocabulary throughout their work
- Use scientific knowledge to develop graphs and charts to further explain the concept. Student makes progress toward developing scientific inferences.

Grade A*

Candidates can

- use detailed scientific knowledge and understanding in a range of applications relating to scientific systems or phenomena: for example, they explain how temperature or water content is regulated in humans.
- draw together and clearly communicate knowledge from more than one area, use routinely scientific or mathematical conventions in support of arguments and use a wide range of scientific and technical vocabulary throughout their work
- use scientific knowledge and understanding to select an appropriate strategy for a practical task, identifying the key factors to be considered. They will be able to apply this understanding in a variety of contexts and extrapolate the information in different manners.

IGSE CHEMISTRY Grade Descriptions

Grade F

Candidates can

- recall a limited range of information, e.g. state some uses of materials obtained from oil
- use and apply knowledge and understanding in some specific everyday contexts, e.g. suggest a way of speeding up a particular chemical reaction
- make some use of scientific and technical vocabulary and make simple generalizations from information
- devise fair tests in contexts which involve only a few factors. They can recall or use simple apparatus to make measurements appropriate to the task and record observations and measurements in tables and graphs. Candidates obtain information from simple tables, charts and graphs and identify simple patterns in information and observations. They offer explanations consistent with the evidence obtained.

Grade D

Candidates can

- recall a limited range of information, e.g. state some uses of materials obtained from oil
- use and apply knowledge and understanding in some specific everyday contexts, e.g. suggest a way of speeding up a particular chemical reaction with a limited explanation as how.
- make some use of scientific and technical vocabulary and make simple generalizations from information but with supporting details and other information.
- devise fair tests in contexts which involve only a few factors. They can recall or use simple apparatus to make measurements appropriate to the task and record observations and measurements in tables and graphs. Candidates obtain information from simple tables, charts and graphs and identify simple patterns in information and observations. They offer explanations consistent with the evidence obtained and are able to offer detailed explanations to a degree of accuracy.

Grade C

Candidates can

- recall a range of scientific information from all areas of the specification, e.g. recall simple chemical symbols and formulae
- use and apply scientific knowledge and understanding in some general contexts, e.g. use simple balanced equations
- describe links between related phenomena in different contexts, use diagrams, charts and graphs to support arguments, use appropriate scientific and technical vocabulary in a range of contexts
- use scientific knowledge and understanding to identify an approach to a question: for example, identifying key factors which can be varied and controlled. Candidates can recall or use a range of apparatus to make careful and precise measurements and systematic observations, and can recognize when it is necessary to repeat measurements and observations. They present data systematically, in graphs where appropriate, and use lines of best fit. Candidates identify and explain patterns within data and draw conclusions consistent with the evidence. They explain these conclusions on

the basis of their scientific knowledge and understanding, and evaluate how strongly their evidence supports the conclusions.

Grade B

Candidates can

- recall a range of scientific information from all areas of the specification, e.g. recall simple chemical symbols and formulae with accuracy on most.
- use and apply scientific knowledge and understanding in some general contexts, e.g. use simple balanced equations
- with a degree of accuracy, students are able to describe links between related phenomena in different contexts, use diagrams, charts and graphs to support arguments, use appropriate scientific and technical vocabulary in a range of contexts
- use scientific knowledge and understanding to identify an approach to a question: for example, identifying key factors which can be varied and controlled.

Candidates can recall or use a range of apparatus to make careful and precise measurements and systematic observations, and can recognize when it is necessary to repeat measurements and observations. They present data systematically, in graphs where appropriate, and use lines of best fit. Candidates identify and explain patterns within data and draw conclusions consistent with the evidence. They explain these conclusions on the basis of their scientific knowledge and understanding, and evaluate how strongly their evidence supports the conclusions.

Grade A

Candidates can

- recall a wide range of knowledge from all areas of the specification
- use detailed scientific knowledge and understanding in many different applications relating to scientific systems or phenomena, e.g. routinely use a range of balanced chemical equations and the particle model to explain variations in reaction rates. Candidates draw together and communicate knowledge from more than one area, routinely use scientific or mathematical conventions in support of arguments, and use a wide range of scientific and technical vocabulary throughout their work
- use scientific knowledge and understanding to select an appropriate strategy for a task, identifying the key factors to be considered. They make systematic observations in qualitative work and decide which observations are relevant to the task in hand. When making measurements they decide the level of precision needed and can recall or use a range of apparatus to make appropriately precise measurements. They select a method of presenting data which is appropriate to the task; they use information from a range of sources where it is appropriate to do so. They identify and explain anomalous observations and measurements and the salient features of graphs
- use scientific knowledge and understanding to identify and explain patterns and draw conclusions from the evidence by combining data of more than one kind or from more than one source. They identify shortcomings in the evidence, use scientific knowledge and understanding to draw conclusions from their evidence and suggest improvements to the methods used that would enable them to collect more reliable evidence.

Grade A*

Candidates can

- Accurately recall a wide range of knowledge from all areas of the specification
- Correctly use and describe properly detailed scientific knowledge and further explain it in many different applications relating to scientific systems or phenomena, e.g. routinely use a range of balanced chemical equations and the particle model to explain variations in reaction rates.

Candidates draw together and communicate knowledge from more than one area, routinely use scientific or mathematical conventions in support of arguments, and use a wide range of scientific and technical vocabulary throughout their work

- use scientific knowledge and understanding to select an appropriate strategy for a task, identifying the key factors to be considered. They make systematic observations in qualitative work and decide which observations are relevant to the task in hand. When making measurements they decide the level of precision needed and can recall or use a range of apparatus to make appropriately precise measurements. They select a method of presenting data which is appropriate to the task; they use information from a range of sources where it is appropriate to do so.

They apply, explain, and develop graphs that accurately explain observations and measurements of scientific concepts related to chemistry.

- effectively communicate the use of scientific knowledge and understanding to identify and explain patterns and develop with explanation, conclusions from the evidence by combining data of more than one kind or from more than one source. They identify shortcomings in the evidence, use scientific knowledge and understanding to draw conclusions from their evidence and suggest improvements to the methods used that would enable them to collect more reliable evidence.

IGCSE Grade Descriptors – Physics

Grade F

- Recall a limited range of information. E.g. suggest ways in which insulation is used in domestic contexts.
- Use and apply knowledge and understanding in some specific everyday contexts, e.g. explain that fuels are energy resources
- Make some use of scientific and technical vocabulary and make simple generalisations from information
- Devise fair tests in context when involve only a few factors; they can recall or use simple apparatus to make measurements appropriate to the task, and record observations and measurements in tables and graphs. They can obtain information and simple tables, charts and graphs and identify simple patterns; they offer explanations consistent with the evidence obtained.

Grade E

- Recall a range of information, and link it with other areas. E.g. Be able to understand that a gamma ray is an electromagnetic wave, as well as is present in radioactivity.
- Use and apply knowledge and understanding in some specific everyday contexts, e.g. explain that fuels are energy resources
- Make use of scientific and technical vocabulary and make decent generalisations from information
- Devise fair tests in context when involve only a few factors; they can recall or use simple apparatus to make measurements appropriate to the task, and record observations and measurements in tables and graphs. They can obtain information and tables, charts and graphs and identify patterns; they offer explanations consistent with the evidence obtained. They are able to draw simple conclusions.

Grade D

- Recall scientific information from certain areas of the specification, including some units
- Use and apply simple scientific knowledge and understanding in few general contexts, e.g. understand that volume and mass measurements will compute density.
- Describe simplified links between related phenomena in different contexts; use simple diagrams and simple charts to support arguments; use basic scientific and technical vocabulary.
- Devise reasonable tests in context when involve only a few factors; they can recall or use apparatus to make measurements appropriate to the task, and record observations and measurements in tables and graphs. They can obtain information and tables, charts and graphs and identify patterns; they offer explanations consistent with the evidence obtained. They are able to draw more conclusions, and can apply them to the overall picture.

Grade C

- Recall a range of scientific information from all areas of the specification, including units
- Use and apply scientific knowledge and understanding in some general contexts, e.g. use quantitative relationship between physical quantities to perform calculations
- Describe links between related phenomena in different contexts; use diagrams, charts and graphs to support arguments; use appropriate scientific and technical vocabulary in various contexts
- Use scientific knowledge and understanding to identify an approach to a question: e.g. identifying key factors which need to be varied and controlled. Candidates can recall or use various types of apparatus to make careful and precise measurements and systematic observations, and recognize when it is necessary to repeat measurements and observations; they present data systematically: e.g. in graphs, and use lines of best fit; they identify and explain patterns within data and draw conclusions consistent with the evidence. They explain these conclusions using scientific knowledge and understanding and evaluate how strongly their evidence supports the conclusions.

Grade B

- Recall a range of knowledge from all areas of the specification, including units, and formulae.
- Use general scientific knowledge and understanding in some applications relating to scientific systems or phenomena e.g. use some different relationships between physical quantities to carry out calculations effectively. Candidates draw together and communicate knowledge from more than one area, yet instruction to do so must be given. Sometimes can use scientific or mathematical conventions in support of arguments and use a range of scientific and technical vocabulary throughout their work.
- Sometimes are able to use scientific knowledge and understanding to select and appropriate strategy for a task, and can identify key factors that need considering upon instruction. They make general observations in qualitative work and decide which observations are relevant to the task in hand. When making measurements they are able to cope with a level of precision required if told, and can recall or use different type of apparatus to make appropriately precise measurement. They can use a method of presenting data appropriate to the task; they use information from a range of sources.
- Use scientific knowledge and understanding to identify and explain patterns and draw conclusions from the evidence. They are able to identify some shortcomings in evidence, use scientific knowledge and understanding to draw simple conclusions from their evidence. They can comprehend how to increase accuracy of information gathered; yet do not initiate this as a solution to error.

Grade A

- Recall a wide range of knowledge from all areas of the specification, including units, formulae, and specific definitions.
- Use detailed scientific knowledge and understanding in a range of applications relating to scientific systems or phenomena e.g. use many different relationships between physical quantities to carry out calculations effectively. Candidates draw together and communicate knowledge from more than one area, routinely use scientific or mathematical conventions in support of arguments and use a wide range of scientific and technical vocabulary throughout their work.
- Use scientific knowledge and understanding to select and appropriate strategy for a task, identifying the key factors to be considered. They make systematic observations in qualitative work and decide which observations are relevant to the task in hand. When making measurements they decide the level of precision needed and can recall or use different type of apparatus to make appropriately precise measurement. They select a method of presenting data appropriate to the task; they use information from a range of sources where it is appropriate to do. They identify and explain anomalous observations and measurements and the salient features of graphs.
- Use scientific knowledge and understanding to identify and explain patterns and draw conclusions from the evidence by combining data of more than one kind of from more than one source. They identify shortcomings in evidence, use scientific knowledge and understanding to draw conclusions from their evidence and suggest improvements to methods used that would enable them to collect more reliable evidence.

IGCSE Grade Descriptors

Geography

A*:

Students use their strong knowledge and understanding of Geography to describe and analyze physical and human characteristics of places in a range of locations, contexts and scales. They describe and explain physical and human processes and recognize that these processes interact to produce the distinctive characteristics of places in high detail. They demonstrate keen understanding of the ways in which physical and human processes lead to diversity and change in places. They identify geographical patterns at a range of scales. They recognize and explain how conflicting demands on the environment may arise, and describe and compare sustainable and other approaches to managing environments.

A:

Candidates accurately recall detailed information about places, environments and themes, across all scales, as required by the specification, and show detailed knowledge of location and geographical terminology. Candidates thoroughly understand geographical ideas from the specification content, and apply their understanding to analyses of unfamiliar contexts. They understand the way in which a wide range of physical and human processes interact to influence the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand complex interrelationships between people and the environment, and how considerations of sustainable development affect the planning and management of environments and resources. They evaluate the significance and effects of values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. Candidates undertake geographical enquiry, identifying relevant questions, implementing effective sequences of investigation, and collecting a range of appropriate evidence from a variety of primary and secondary sources. They use relevant skills and techniques effectively, drawing selectively on geographical ideas to interpret evidence, reaching substantiated conclusions, communicating outcomes clearly and effectively, and critically evaluating the validity and limitations of evidence and conclusions.

B:

Students show increasing depth of knowledge and understanding of aspects of Geography and use this to describe physical and human characteristics of places within a wider framework of contexts and locations. They demonstrate understanding of geographical diversity by describing how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They describe and begin to

explain geographical patterns. They understand some ways that human activities cause environments to change.

C:

Candidates accurately recall information about places, environments and themes, at a range of scales, as required by the specification, and show a broad knowledge of location and geographical terminology. Candidates understand geographical ideas from the specification content in a variety of physical and human contexts. They understand a range of physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. They understand interrelationships between people and the environment and appreciate that considerations of sustainable development affect the planning and management of environments and resources. They understand the effects of the values and attitudes of those involved in geographical issues and in decision making about the use and management of environments. Candidates undertake geographical enquiry, identifying questions or issues, suggesting appropriate sequences of investigation, collecting appropriate evidence from a variety of primary and secondary sources, using a range of relevant skills and techniques, reaching plausible conclusions, communicating outcomes, and appreciating some of the limitations of evidence and conclusions.

D:

Candidates recall some accurate, detailed information about places, environments and themes, and show some knowledge of location and geographical terminology. Candidates understand geographical ideas from the specification content in some physical and human contexts. They understand some physical and human processes and their contribution to the development of geographical patterns, the geographical characteristics of particular places and environments, and their interdependence. Candidates begin to undertake geographical enquiry, identifying questions or issues, using some appropriate skills and techniques, reaching some conclusions and communicating outcomes.

E:

Students show knowledge and understanding of aspects of the geography and recognize and describe the physical and human features of places, and appreciate the importance of wider geographical location in understanding places. They understand that physical and human processes can change the features of places and explain how these changes affect the lives and activities of people living there. They recognize and describe simple geographical patterns.

F:

Candidates can recall basic information about places, environments and themes, at more than one scale, as required by the specification, and show an elementary level of knowledge of location and geographical terminology. Candidates can understand some simple geographical ideas in a particular context from the specification content. They understand some simple physical

and human processes and recognise that they contribute to the development of geographical patterns and the geographical characteristics of places and environments. They have a simple understanding of some interrelationships between people and the environment, and the idea of sustainable development. They show some awareness of the values and attitudes of people involved in geographical issues and in decision making about the use and management of environments. Candidates undertake geographical enquiry, collecting and recording geographical evidence from primary and secondary sources, drawing simple maps and diagrams, communicating information and outcomes by brief statements, and recognising some of the limitations of evidence.

Religious Studies

A*:

Students use religious and philosophical vocabulary to give intelligent informed accounts of religions and beliefs, explaining the reasons for diversity within and between them with keen insight. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues in great detail. They interpret the significance of different forms of religious, spiritual and moral expression with personal, considered thought.

A:

Candidates demonstrate detailed and comprehensive knowledge and understanding of beliefs, values and traditions and their impact on the lives of individuals, societies and cultures. They do this by consistently using and interpreting a range of specialist vocabulary, drawing out and explaining the meaning and religious significance of the key elements of the religion(s) studied, and explaining, where appropriate, how differences in belief lead to differences of religious response. They support, interpret and evaluate a variety of responses, recognising the complexity of issues, weighing up opinions and making reasoned judgements that are supported by a range of evidence and well-developed arguments.

B:

Pupils use an increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They explain how religious sources are used to provide answers to ultimate questions and ethical issues, recognizing diversity in forms of religious, spiritual and moral expression, within and between religions.

C:

Candidates demonstrate, generally with accuracy, a knowledge and understanding of beliefs, values and traditions and their impact on individuals, societies and cultures. They do this by using correct specialist vocabulary, when questions specifically demand it, and by describing accurately and explaining the importance of the key elements of the religion(s) studied. They identify, support, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments, incorporating references to different points of view, and using arguments to make reasoned judgements.

D:

Student uses a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of forms of religious expression.

E:

Pupils use a developing religious vocabulary to describe some key features of religions, recognizing similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.

F:

Candidates demonstrate elementary knowledge and understanding of beliefs, values and traditions studied and their impact on adherents and others. They do this through limited use of specialist vocabulary and knowledge, sometimes correctly, but often not systematically, and by making simple connections between religion and people's lives. They support and evaluate responses to issues studied by giving a reason in support of an opinion.

History

A*:

Students recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements. Students produce developed, reasoned, and well-substantiated analyses and explanations which consider the events, people, changes and issues studied in the wider historical context. Students evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated

conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

A:

Pupils show their knowledge and understanding of history by describing events, people and features of past societies and periods in the context of their developing chronological framework. They analyze the nature and extent of diversity, change and continuity within and across different periods. They explain relationships between causes, and explain how and why different interpretations of the past have arisen or been constructed. They explore criteria for making judgments about the historical significance of events, people and changes. They investigate historical problems and issues, asking and beginning to refine their own questions.

B:

Students begin to recognize and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They suggest some reasons for different interpretations of the past and they begin to recognize why some events, people and changes might be judged as more historically significant than others. They investigate historical problems and issues and begin to ask their own questions. They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work. Students produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. Students evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

C:

Pupils show their knowledge and understanding of history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted, with increasingly detailed descriptions and explanations of the events and periods studied. When finding answers to historical questions, they begin to use information as evidence to test hypotheses. They begin to produce structured work, making appropriate use of dates and terms, generally with accuracy and relevance.

D:

Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework. They begin to recognize and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.

E:

Pupils show their knowledge and understanding of history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes.

F:

Students recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period. Students comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and drawing simple conclusions.

Grade descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at IGCSE. They give a general indication of the required learning outcomes at each specified grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives overall. Shortcomings in some aspects of the examination may be balanced by better performance in others.

Grade F

- Show basic knowledge of familiar, simple information processing and communication applications and of the techniques and systems needed to support them.
- Show knowledge of some basic ICT terms and definitions
- Respond to needs and opportunities and evaluate ways of addressing these using information and communication systems.
- Understand the need for precision in framing questions when finding, selecting, and collecting information
- Use ICT to explore, develop, and interpret information
- Develop, test, and modify sets of instructions to automate processes and to make things happen
- Use computer models to detect patterns and relationships
- Use ICT to share, exchange and present work and demonstrate how it contributes to the development of their ideas
- Reflect on their use of ICT and show some knowledge of its use in the wider world

Grade E

- Show a basic understanding and knowledge of familiar, information processing and communication applications and of the techniques and systems needed to support them.
- Show knowledge of ICT terms and definitions, and be able to explain few of them.
- Respond to needs and opportunities and evaluate ways of addressing these using information and communication systems.
- Understand the need for precision in framing questions when finding, selecting, and collecting information.
- Use ICT to explore, develop, and interpret a wide range of information
- Develop, test, and modify sets of instructions to automate processes and to generate a desired result.
- Use computer models to detect patterns and relationships, and then be able to comment on the outcomes.
- Use ICT to share, exchange and present work and demonstrate how it contributes to the development of their ideas, as well as consider their audience while completing the task.
- Reflect on their use of ICT and show knowledge of its use in the wider world, as well as its impact on their own lives.

Grade D

- Show some knowledge and understanding of the range and scope of information processing and communication applications and the techniques and systems required.
- Show a understanding of ICT terms and definitions and are able to identify related ideas
- Identify opportunities and analyze, design, and evaluate some ways of addressing these using some information and communications systems
- Use lines of enquiry to find and select information, from a range of sources.
- Interpret information to carry out tasks and produce solutions to problems.
- Show awareness of efficiency and economy in following given instructions to automate processes and to make things happen.
- Use computer models to test hypotheses
- Use ICT to share work, demonstrating a basic consideration of audience
- Show basic recollection of the need to detect the loss or corruption of information and to prevent the abuse of personal information
- Reflect simply on their use of ICT and consider the effects of its use in the wider world and their own personal environment.

Grade C

- Show knowledge and understanding of the range and scope of information processing and communication applications and the techniques and systems, including software and hardware sub-systems, needed to support them.
- Show a good understanding of ICT terms and definitions and are able to contrast and compare related ideas
- Identify needs and opportunities and analyze, design, and evaluate appropriate ways of addressing these using information and communications systems
- Use complex lines of enquiry to find and select information, from a wide range of sources.
- Explore, develop and interpret information to carry out a range of tasks and produce appropriate solutions to problems.
- Show awareness of efficiency and economy in developing, testing and refining sets of instructions to automate processes and to make things happen, including responding to external events.
- Use computer models to investigate and test hypotheses
- Use ICT to share, exchange and present work, demonstrating a consideration of audience and purpose
- Show awareness of the need to detect the loss or corruption of information and to prevent the abuse of personal information
- Reflect critically on their use of ICT and consider the effects of its use in the wider world.

Grade B

- Show knowledge and understanding of the range and scope of information processing and communication applications and of some of the basic techniques and systems, including some of the software and hardware sub-systems, needed to support them.
- Use ICT terms and definitions appropriately and are able to contrast and compare related ideas when prompted.
- Apply general principles of information processing to given situations
- Identify some needs and opportunities, and design and evaluate effective ways of using information and communication systems
- Evaluate information sources, as well as some software packages and computer models, basically analysing the situations for which they were developed
- Use lines of enquiry to find and select information, being able to use available sources.
- Explore and interpret information to carry out tasks and produce solutions to problems, including designing and implementing systems for others to use
- Show efficiency and economy in developing sets of instructions to automate processes and to make things happen, including responding to external events.
- Use and develop computer models to investigate and test hypotheses
- Use ICT to share and present work, demonstrating a sense of audience and purpose.
- Discuss some methods of detecting the loss or corruption of information and describe steps which can minimise the likelihood of the abuse of personal information.
- Reflect on their use of ICT and show understanding of the effects of its use in the wider world, drawing some parallels between the two.

Grade A

- Show good knowledge and understanding of the range and scope of information processing and communication applications and of the techniques and systems, including the software and hardware sub-systems, needed to support them.
- Use ICT terms and definitions appropriately and are able to contrast and compare related ideas
- Apply general principles of information processing to given situations and abstract general principles from given examples
- Identify a range of needs and opportunities, carry out systematic analysis, and design and evaluate effective ways of using information and communication systems
- Evaluate information sources, software packages and computer models, analysing the situations for which they were developed and assessing their efficiency, appropriateness and ease of use
- Use complex lines of enquiry to find and select information, employing a wide range of sources
- Explore, develop and interpret information to carry out a range of tasks and produce effective working solutions to a range of problems, including designing and implementing systems for others to use
- Show efficiency and economy in developing, testing and refining sets of instructions to automate processes and to make things happen, including responding to external events.
- Use and develop computer models to investigate and test hypotheses
- Use ICT to share, exchange and present work, demonstrating a clear sense of audience and purpose

- Discuss methods of detecting the loss or corruption of information and describe steps which can minimise the likelihood of the abuse of personal information
- Reflect critically on their use of ICT and show understanding of the effects of its use in the wider world, and being able to draw parallels between the two.

Grace International School – ICGSE Objectives

<p>AO1 Record observations, work experiences and ideas in ways that meet your aims.</p>	<p>AO2 Examine your work and the work of others.</p>	<p>AO3 Develop and explore ideas, using media and resources and your ability to review, modify and refine your work.</p>	<p>AO4 Make connections with the work of others and produce a personal, informed and thoughtful final piece.</p>
<p>Did I:</p> <ul style="list-style-type: none"> ♣ Collect ideas and resources. ♣ Select the information I used. ♣ Consider several options. ♣ Distinguish between work that appealed to me or was relevant to my work. ♣ Record carefully with drawings, paintings and other methods. 	<p>Did I:</p> <ul style="list-style-type: none"> ♣ Analyse my own and other’s work. ♣ Evaluate what worked and what did not work well. ♣ Understand ideas between certain works of art. ♣ Consider ideas and methods of other artists. ♣ Respond to ideas and methods of other artists. 	<p>Did I:</p> <ul style="list-style-type: none"> ♣ Develop my ideas. ♣ Explore new techniques and skills I have learned. ♣ Review and modify my work as I progressed. ♣ Refine and change things to improve my work. 	<p>Did I:</p> <ul style="list-style-type: none"> ♣ Produce a personal response. ♣ Make informed connections with the work of other artists. ♣ Use my time well.

IGCSE Drama Grade Descriptors

Grade A

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation –

Students independently recognise ways to develop performance work and are able to act upon these ideas.

Their responses to problems and obstacles are imaginative and focused on the purpose of the task.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

Students develop dramatic material using various resources. They independently evaluate the progress of their work, shaping it and structuring it accordingly.

To demonstrate performing skills in Drama –

Students perform with fluency, commitment and sensitivity.

Grade B

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation -

Students focus their performance work on the intention of a piece, independently generating ideas on how to do this. They respond to problems in performance with clear ideas for improvement.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

Students develop dramatic material from stimuli demonstrating intention and purpose in their work. They evaluate their performance material and improve it accordingly.

To demonstrate performing skills in Drama –

Students perform their role with fluency and commitment.

Grade C

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation –

Students identify the intention of a piece and are able to focus their performance work towards it. They identify performance possibilities and solve problems in the rehearsal process.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

Students show understanding and skill in the devising process. They can reflect on the effectiveness of their work and adapt it accordingly.

To demonstrate performing skills in Drama –

Students perform competently, demonstrating fluency in their acting.

Grade D

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation –

Students begin to understand the intention of a piece and are able to generate ideas on how to focus their performance on it. With little guidance, they can identify areas for improvement in their work.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

Students devise work from a given stimuli and begin to reflect on possibilities for improvement, applying these to their work.

To demonstrate performing skills in Drama –

Grade E

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation –

Students create performance work and are able to understand the performance possibilities implicit in a text.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

Students demonstrate the ability to create work from a given stimuli and, with some guidance, are able to consider the possibilities for improvement in their work.

To demonstrate performing skills in Drama –

Students demonstrate a high degree of fluency in their acting.

Grade F

To understand the performance possibilities of text and other stimuli and the differing roles of actor, director, stage manager and technician in its realisation –

Students understand how to create performance from a given starting point.

To demonstrate the ability to devise dramatic material and reflect on its effectiveness –

With close guidance, students are able to devise material and understand how it can be improved.

To demonstrate performing skills in Drama –

Students can act a role with some fluency.