



THE INTERNATIONAL SCHOOL  
OF MOSCOW

A NORD ANGLIA EDUCATION SCHOOL

# KEY STAGE 4 YEAR 10 AND 11

## GRADE DESCRIPTORS



## KEY STAGE 4 GRADE DESCRIPTORS

Grade descriptors serve as important benchmarks for evaluating and assessing students' progress and achievement at Key Stage 4. These descriptors provide a framework for teachers and examiners to determine the level of knowledge, skills, and understanding demonstrated by students across their subjects and disciplines.

Please note that more subject specific information on grade descriptors can be found in the specifications of each subject, which are published by the examination boards. Passing grades for domestic GCSE subjects range from A\*-C. A good pass for international Pearson qualifications would fall between a grade 4 and a grade 9. Here, you can find some general descriptors:

### Grade 9 (A\*):

A grade 9 represents exceptional performance, indicating an outstanding level of knowledge, understanding, and skills. Students achieving a grade 9 consistently demonstrate exceptional critical thinking, originality, and creativity. They apply sophisticated subject-specific knowledge effectively and exhibit exceptional analysis, synthesis, and evaluation skills. Their communication is characterised by precision, clarity, and coherence. They show a mature and insightful understanding of complex concepts and issues, along with consistent independence, self-motivation, and a genuine passion for the subject.

### Grade 8 (A\*):

A grade 8 signifies excellent performance, reflecting a high level of knowledge, understanding, and skills. Students achieving a grade 8 demonstrate excellent critical thinking, originality, and creativity. They apply advanced subject-specific knowledge effectively and display excellent analysis, synthesis, and evaluation skills. Their communication is characterised by excellent precision, clarity, and coherence. They exhibit a strong understanding of complex concepts and issues and consistently demonstrate independence, self-motivation, and enthusiasm for the subject.

### Grade 7 (A):

A grade 7 represents very good performance, indicating a strong level of knowledge, understanding, and skills. Students achieving a grade 7 exhibit strong critical thinking and analytical abilities. They apply subject-specific knowledge effectively and display strong analysis, synthesis, and evaluation skills. Their communication is characterised by precision, clarity, and coherence. They demonstrate a secure understanding of complex concepts and issues and consistently show independence, self-motivation, and interest in the subject.

### **Grade 6 (B):**

A grade 6 signifies good performance, reflecting a secure level of knowledge, understanding, and skills. Students achieving a grade 6 demonstrate good critical thinking and analytical abilities. They apply subject-specific knowledge appropriately and display good analysis, synthesis, and evaluation skills. Their communication is characterised by clarity and coherence. They show a secure understanding of fundamental concepts and issues and demonstrate motivation and interest in the subject.

### **Grade 5 (B/C):**

A grade 5 represents competent performance, indicating a sound level of knowledge, understanding, and skills. Students achieving a grade 5 exhibit competent thinking and analytical abilities. They apply subject-specific knowledge adequately and display competent analysis and evaluation skills. Their communication is characterised by clarity and coherence. They show a competent understanding of key concepts and issues and demonstrate some motivation and interest in the subject.

### **Grade 4 (C):**

A grade 4 signifies basic performance, reflecting a basic level of knowledge, understanding, and skills. Students achieving a grade 4 demonstrate basic thinking and analytical abilities. They show a basic application of subject-specific knowledge and display basic analysis and evaluation skills. Their communication is characterised by some clarity and coherence. They exhibit a basic understanding of foundational concepts and issues but may require additional support and guidance for improvement.

### **Grade 3 (D):**

A grade 3 represents limited performance, indicating a limited level of knowledge, understanding, and skills. Students achieving a grade 3 demonstrate limited thinking and analytical abilities. They struggle to apply subject-specific knowledge and display limited analysis and evaluation skills. Their communication is characterised by limited clarity and coherence. They show limited understanding of core concepts and issues and require additional support and guidance for improvement.

### **Grade 2 (E):**

A grade 2 signifies poor performance, reflecting a poor level of knowledge, understanding, and skills. Students achieving a grade 2 demonstrate poor thinking and analytical abilities. They struggle to apply even basic subject-specific knowledge and display poor analysis and evaluation skills. Their communication is characterised by poor clarity and coherence. They show poor understanding of basic concepts and issues and require substantial support and intervention for improvement.

### **Grade 1 (F):**

A grade 1 represents very poor performance, indicating a very limited level of knowledge, understanding, and skills. Students achieving a grade 1 demonstrate very limited thinking and analytical abilities.



## REPORT FIELD DESCRIPTORS

Other criteria are assessed by staff in all report cycles. These can include:

### **Focus and Work Rate in Class:**

- How attentive and engaged the student is during class sessions. Are they actively listening and participating in activities?
- The pace at which the student completes tasks during class time. Are they consistently engaged in the assigned activities and using their time effectively?

### **Participation in Class Discussions:**

- Quality of Contributions: The depth, relevance, and thoughtfulness of the student's contributions during class discussions.
- Frequency of Participation: How often the student engages in discussions, asks questions, and contributes to the learning environment.

### **Presentation of Work:**

- How clearly the student presents their work, whether written or visual.
- How much pride do they take in their exercise book and class materials?

### **Organisation:**

- How effectively the student manages their time both in and out of class?
- Do they bring in equipment and homework punctually.

### **Homework Quality:**

- Accuracy: How correct and precise the completed homework is.
- Effort and Understanding: The level of effort shown and the depth of understanding demonstrated in completing the homework assignments.

These fields are assessed with one of the following grades for each student:

**Surpassing Expectations** - *Student has consistently applied a high level of initiative (within the limits of his/her ability), and/or gone beyond the demands of the teacher. They have been making an exceptional effort in this area.*

**Meeting Expectations** - *Student has consistently completed tasks to instruction and to a level commensurate with their ability, and usually to deadline. There may be one or two areas where application could be extended over time.*

**Below Expectations** - *Student's approach to work is not at the required standard. E.g. work has been consistently late and/or often incomplete and/or often superficial (within the limit of their ability).*

**Cause for Concern** - *Approach to learning has been regularly unacceptable. Tutors, Heads of Year, and parents will be involved at this stage.*