

# Assessment policy

## IB Diploma Programme

### Assessment philosophy

Assessment is integral to all teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning. Assessment enables the school to evaluate and monitor the effectiveness of its programmes and provides direction for teachers, learners, parents, administration and overall school development.

For assessment to be effective, it should:

- Be based on clear, known and understood assessment criteria
- Involve self-assessment and reflection on the part of the learner
- Provide timely, direct, specific and contextualized feedback to teachers, learners and parents
- Be integrated into all stages of the learning process
- Be supportive and motivating
- Place students at the center of teaching and learning

### Expectations of IB DP student:

#### The teacher can expect the student to:

- Be on - time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work – homework, class work, assignments and projects, etc. – on time and with due diligence. If a student misses a deadline without sound and valid reason, he or she forfeit the automatic right for feedback. Students may still receive feedback of course on the teacher's discretion;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils. Electronically submitted work should also be neat and organized following a certain style instructed by the subject teacher.
- Follow the academic honesty requirements and upload papers via Turnitin to be checked for plagiarism.

#### The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification if needed;

- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students usually in 10 working days. (In special circumstances, teachers may take more than 10 working days to return work with the agreement of Head of IB DP.)

### **Expectations of the parents:**

- The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the student's work.
- The school recommends that:
  - A student be provided with a quiet space at home and adequate time to complete their school work;
  - A student have access to a computer;
  - A student have Internet access and/or access to books/a library\*.

\*Internet and library access is available in School during school hours.

## **Types of Assessments**

### **● Formative Assessment**

The formative assessment is ongoing and regular assessment, which will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress in skills, concepts and content. It gives the opportunity for reflection and gives information to students about the areas that need improvement. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement. Formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments. Based on the results of the formative assessments, students, parents, and teachers can evaluate the student's learning and make the necessary adjustments.

Formative assessment includes:

- Class discussions
- Group and individual oral presentations
- Historical investigations
- Individual oral commentaries
- Investigation workbooks
- Multimedia presentations
- Visual representation
- Multiple-choice style quizzes and tests
- Short and extended responses
- Skits and performances
- Studio work etc.

- **Summative Assessment**

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material. Summative assessments are given at the end of a teaching unit or concept for the purpose of evaluating mastery in order to assess the level of mastery demonstrated by the student. The level of mastery is determined using a rubric for the assessment and the grade is recorded in "Online Grades Form" (Google doc.), which is the electronic grade reporting system used by PLS.

The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades. This allows students to gain IB exam experience and gives an estimate of the DP working level. Summative assessments play an important role in the final grade a student earns in a given course, and to determine the predicted grade (PG) that is provided to the IBO in April. Summative assessments are used to communicate information on student achievement to students, teachers, parents and guardians, and others.

Summative assessments can take a variety of forms:

- paper tests
- examinations
- lab reports
- oral and visual presentations
- essays
- projects
- performances
- oral examinations etc.

- **Internal Assessment**

Internal assessments are mandatory assessments completed during the DP course. These assessments are graded by the subject teachers using the rubric published by IB. The internal assessment scores are submitted to IB for moderation, along with a representative sample of the work from the cohort. This sample is then sent to an IB moderator who evaluates how the teacher has applied the DP grading rubric. The IBO may then adjust the marks of the assignment up or down. Students receive significant instruction and practice throughout their courses to effectively prepare for these challenging internal assessment components.

Examples of this type of assessment:

- oral presentations
- science lab reports
- portfolios
- major projects
- language presentations
- historical investigations etc.

- **External Assessment**

External IB assessments are mandatory assessments that are completed during the 10th and 11th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.

*\* Full details of the internal and external components of each of the Diploma Programme subjects can be found in Appendix 1.*

*\*\* To ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by the DP Coordinator and agreed to by all DP teaching staff. This calendar will be available electronically and the students will be informed about the upcoming deadlines regularly by teachers and the IB DP coordinator.*

- **School-Based Assessment**

IB teachers also use school-based assessment in addition to National Curriculum Requirements and Exams and IB internal and external assessments. School – based assessments are based on unit tests using past IB exam questions, practice exams and in-class assignments modelled on IB assessments. These assessments are used by the teacher to determine the student’s predicted grade and do not contribute toward the final DP grade, which is awarded by the IBO in July.

## **Grades, reporting and recording**

- **Types of grades**

Marks in IB courses are reported using the IB 1 - 7 scale as described below. The 1-7 marks are based on the IB standardized criteria on levels of achievement in each course.

***The IB Grading Scale is as following:***

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Grades 2 and 1 are failing grades.

***The TOK course and the Extended Essay are graded according to the following scale:***

A : Excellent

B : Good

C : Satisfactory

B : Mediocre

E : Elementary (failing grade)

N : No grade

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

To achieve a final score for the Diploma, the numeric grades from the six subjects are added together. EE and TOK grades are converted into 1, 2 or 3 points (using the matrix below) and added to the subject score to achieve the final score out of 45.

24 points are required to 'pass' the Diploma.

- **Grade Conversion**

The PLS is used also to report grades of the National system, based on the Russian Education System and Russian Universities requirements. All students receive these grades online during the 2 years of the DP. To report achievement as a 1-5 grade, teachers use the Table of Equivalents instituted by PLS:

IB score	Russian score
7	5
6	5
5	4
4	4
3	3
2	2
1	1

\*Grades 1 and 2 in National Curriculum are failing grades.

- **Recording of grades**

Record keeping is an essential part and pre-requisite for good teaching. Its primary purpose is formative. It also provides the basis for reports and discussions with parents, a base to give constructive feedback. Teachers record the information using a variety of tools like the anecdotal record booklet/audio/video or the desirable learning outcome; record sheets are the tools used by teachers to record the child's learning process. All teachers are responsible to maintain the record of progress/learning of each child and record the students' speaking, listening, reading, writing, handwriting, mathematics skills and general behavior and attitude in class-individual and group situations.

Records of total grades and, where necessary, the actions taken are maintained by the DP Coordinator across the two years of the Diploma Programme. Records of predicted grades are maintained by the DP Counsellor and the DP Coordinator. An analysis of predicted versus actual total grades is also maintained by the DP Coordinator.

- **Grade and Academic Honesty**

According to the academic honesty policy each PLS student must follow the requirements for assessment within each of the IB DP courses, Theory of Knowledge (ToK), Extended Essay (EE), Creativity, Action, Service (CAS), and the IB DP curriculum.

Turnitin is an online web-based program that works by comparing electronically submitted papers to billions of pages of content located on the Internet and proprietary databases as well as the work of other students whose papers have also been submitted into the system.

Students can view the Similarity Report (if this option has been selected by teaching staff), as well as feedback and grades entered into the Turnitin assignment by staff.

PLS provides an online access to the service Turnitin to check all student's works for academic dishonesty plagiarism:

- If work consists of less than 10-15% of plagiarism/ collusion or duplication, it can be graded by teacher
- If work consists of more than 10-15% of plagiarism/ collusion or duplication, there are 2 options:
  - 1) depends on the type of assessment teacher decides to provide or not an opportunity for student to re-write the work.
  - 2) failure to do so may lead to no grade being awarded for the examination.

- **Grade Reporting**

Reporting is a means of giving feedback from assessment. Effective reporting should:

- involve parents, students, and teachers as partners
- reflect what the school community values

- be comprehensive, honest, fair, and credible
- be clear and understandable to all parties
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice

Communicating student achievement is very important at PLS. To keep parents and students up to date on grades and progress monitoring, we utilize an “**Online Grades Form**” (Google doc.). Students and parents can check grades at their convenience anytime, day or night, during the school year. Parents are encouraged to check their student's progress on a weekly basis and they are given notices throughout the grading period via phone calls, newsletters, and emails reminding them to monitor their student's progress.

→ *Parent-Teacher Communication*

Parent-teacher interviews are held each semester, providing parents and guardians a time to meet with teachers to discuss their child's progress in each course. As needed, teachers consult with parents and guardians on an individual basis.

→ *Written Reports*

Students have a comprehensive “**Report Card**” reflecting their learning at the end of each semester. This includes:

1. Subject specific achievement levels
2. Effort grades based on individual output
3. Comments from all the teachers involved in the progress of the child

→ *Conferences*

Parents, students, and teachers are all valued partners in the reporting process and in sharing the responsibility both for learning and for accounting student progress. Various conferences (formal and informal) will be conducted periodically. The purpose of these conferences is to share information between teachers, students and parents.

PLS builds into the school calendar the **parent-teacher conferences**, which is available online.

## Diplomas Earned

### a. Russian System Requirements

National Document will be awarded to a candidate providing all the following requirements have been met:

- There is no grade 2 awarded in a subjects.
- The candidate pass National Unified Test Russian Language 24 points or more: National Unified Test Mathematics (Basic level) test points 3 or more and Mathematics High level 24 point or more.
- The candidate has not received a penalty for academic misconduct from the School Administration

## **b. IB DP Requirements**

All assessment components for each of the six subjects and the additional Diploma requirements must be completed to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate providing all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, extended essay or for a contributing subject.
- There is no grade E awarded for one or both of theory of knowledge and/or the extended essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

## **PLS IB DP School Examinations: Specific Guidelines**

### **General**

- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- No form of refreshment, except water carried in a resealable container, may be taken into the examination room.
- Students may take to their desk/table only the following items:
- General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
- Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
- The examination supervisor or Head of IB DP will decide where each student will sit during an examination.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

### **Late arrival**

- No additional time will be allowed for students arriving late for the examination. Temporary absence.

- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

### **Malpractice**

- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
- If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

### **Early departures**

- Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.
- If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

### **End of the examination**

- No examination materials – examination papers, answer papers, rough working – may be taken out of the examination room.
- Students must leave the examination room in a quiet and orderly manner.

## **Homework Policy**

Homework is an integral part of the teaching process and leads to enhancement in assessment results of students. Giving the homework DP teachers should implement practices that continue to produce valued outcomes. Moreover, students receive the quality homework in every subject to facilitate overall development. PLS DP teachers also discuss homework and make sure the student has understood the task, provide specific guidelines for challenging tasks and develop the time management skills.

PLS believes that homework is important part of assessment which maximize the learning effect during the Diploma Programme.

Failure to comply with homework:

- The student receives a Grade "0" .
- If student brings the completed homework in next day Mark for homework will be puts is next to "0".

## **Bibliography**

*Diploma Programme Assessment: Principles and Practices, (2010/2004), IBO, Cardiff*

*Guidelines for developing a school assessment policy in the Diploma Programme, (2010), IBO, Cardiff*

*IB Assessment Policy: Goetheschule Essen (2011)*

*Walvoord, Barbara E., (2010), Assessment Clear and Simple: A Practical Guide for Institutions, Departments and General Education. San Francisco, Jossey Bass*

## Appendix 1: IB DP Assessment Outlines

### Group 1 (Studies in language and literature)

#### Language A: Russian Language and Literature:

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Oral	Internal	<ul style="list-style-type: none"> <li>Individual oral commentary</li> <li>Further oral activity</li> </ul>	30	30
Paper 1	External	Textual analysis	25	25
Paper 2	External	Essay	25	25
Paper 3	External	Written task	20	20

### Group 2 (Language acquisition)

#### Language B (English)

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Oral	Internal	Individual oral (8–10 minutes) Interactive oral activity	30	30
Paper 1	External	Receptive skills (Text-handling exercises on four written texts, based on the core) Counts of words depends on Level	25	25
Paper 2	External	Written productive skills (One writing exercise from a choice of five, based on the options) Counts of words depends on Level	25	25
Written assignment	External	Written assignment: Receptive and written productive skills. Counts of words depends on Level	20	20

### Group 3 (Individuals and societies)

#### Economics

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
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			HL	SL
Portfolio	Internal	A portfolio of three commentaries based on extracts from the media linked to the syllabus	20	20
Paper 1	External	Extended response	30	30
Paper 2	External	Data response	30	30
Paper 3	External	HL Extension paper	20	20

## Global Politics

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Engagement activity	Internal	A written report (2,000-word maximum) on a political issue explored through engagement and research	20	25
HL extension: global political challenges	Internal	Two video recorded oral presentations (10 minutes maximum each) of two case studies chosen from two different HL extension topic	20	-
Paper 1	External	Stimulus-based paper on a topic from one of the four core units Four compulsory short-answer/structured question	20	30
Paper 2	External	<b>HL:</b> Students must write <b>three essays</b> from a choice of eight, each selected from a different core unit. <b>SL:</b> Students must write <b>two essays</b> from a choice of eight, each selected from a different core unit.	40	45

## ITGS

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
IT Product	Internal	Project	20	30

Paper 1	External	Structured questions Numbers of questions depends on Level	35	40
Paper 2	External	One unseen article. (Students are required to write a response to this article)	20	30
Paper 3	External	Four questions based on a pre-seen case study	25	

## Group 4 (Science)

### Environmental systems and societies

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Written Report	Internal	Individual investigation	25	25
Paper 1	External	Case study	25	25
Paper 2	External	Short answers and structured essays	50	50

### Physics

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Individual investigation	Internal	Plan and implement individual investigative work.	20	20
Paper 1	External	40 multiple-choice questions on core and AHL, about 15 of which are common with SL. <ul style="list-style-type: none"> <li>The questions on paper 1 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is not permitted.</li> <li>No marks are deducted for incorrect answers.</li> <li>A physics data booklet is provided</li> </ul>	20	20
Paper 2	External	Short-answer and extended-response questions on the core and AHL material.	36	40

		<ul style="list-style-type: none"> <li>The questions on paper 2 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>A physics data booklet is provided.</li> </ul>		
Paper 3	External	<p>This paper will have questions on core, AHL and option material.</p> <ul style="list-style-type: none"> <li>Section A: one data-based question and several short-answer questions on experimental work.</li> <li>Section B: short-answer and extended-response questions from one option.</li> <li>The questions on paper 3 test assessment objectives 1, 2 and 3.</li> <li>The use of calculators is permitted. (See calculator section on the OCC.)</li> <li>A physics data booklet is provided.</li> </ul>	24	20

## Group 5 (Mathematics)

### Mathematics HL/SL

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Portfolio/Project	Internal	Two/one piece/s of work on different areas of the syllabus representing mathematical investigation	20	20
Paper 1	External	Short and extended response questions	30	40
Paper 2	External	Short and extended response questions	30	40
Paper 3	External	Extended response questions	20	

## Group 6

### Visual Arts

Type of Assessment	External/Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Exhibition	Internal	Exhibition	40	40
Paper 1	External	Comparative study	20	20
Paper 2	External	Process portfolio	40	40

## Appendix 2: Grade Boundaries Description

Grade	Description	Описание
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.	Ученик демонстрирует очень примитивные знания или понимание содержания предмета, с очень слабым применением понятий и контекста. Способность осмысливать и решать проблемы или выражать идеи не очевидна. Ответы редко бывают точными и правильными. Плохая самоорганизация является причиной неправильных ответов. Ответы не отражают понимание контекста, аудитории и межкультурного понимания, зачастую содержат некорректное использование терминологии.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.	Ученик слабо демонстрирует знания или понимание содержания предмета, не всегда демонстрирует применение понятий и контекста. Доказательства исследований являются поверхностными. Демонстрирует слабую способность понимания и решения проблем (учебных задач). Ответы редко бывают точными и правильными. Старается выразить идеи, использовать терминологию, относящуюся к предмету, и организовать работу, итог которой не всегда бывает убедительным. Небольшой творческий потенциал, слабое понимание контекста или аудитории. У ученика практически отсутствуют свидетельства межкультурного взаимопонимания.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.	Ученик демонстрирует базовые знания и понимание содержания предмета с ограниченными доказательствами концептуального и контекстуального осознания. Доказательства исследований или попытки изучения вопроса очевидны, но остаются неразвитыми. Демонстрирует некоторую способность осмыслить и решить учебную задачу. К коллективным исследованиям относится этично и ответственно, но требует тщательного контроля со стороны. Ответы только иногда корректны и должным образом детализированы. Ученик выражает некоторые идеи и организует работу, используя терминологию базового уровня, аргументы редко бывают убедительными. Ответы не имеют ясности, а некоторые данные повторяются или не актуальны. Творческий потенциал, понимание контекста или аудитории, свидетельства межкультурного взаимопонимания ограничены.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.	Ученик демонстрирует знание и содержание предмета с некоторыми пробелами, концептуальное и контекстуальное понимание и некоторые свидетельства критического мышления. Исследования, изучения и технические навыки очевидны, но не полностью отработаны. Ученик использует приемы анализа, но они описательные, а не оценочные. Ученик решает основные или привычные учебные задачи, но ограниченно справляется с новыми или трудными ситуациями. В совместных заданиях ученик работает в команде, исследования носят этический и ответственный характер, но требуют наблюдения. Ответы в основном точны и понятны с небольшими нерелевантными данными. Существует некоторая способность логически структурировать ответы с адекватной согласованностью и использованием соответствующей терминологии. Ответы не всегда креативны и включают в себя некоторое понимание аудитории и свидетельства межкультурного взаимопонимания.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity,	Ученик демонстрирует достаточное содержание знаний и понимания предмета, хорошее концептуальное и контекстуальное понимание, критическое, рефлексивное мышление. Навыки обучения, исследования и технические навыки очевидны и иногда хорошо развиты. Аналитическая способность очевидна, хотя ответы иногда могут быть более наглядными, чем оценочными. В совместных исследованиях ученик, как правило, хорошо работает с другими, этично, ответственно и с настойчивостью. Ответы, как правило, точны, понятны, логически структурированы и согласованы, в основном с соответствующими данными, с использованием подходящей терминологии. Ответы демонстрируют творческий подход, использование примеров, осведомленность аудитории

	use of examples, awareness of audience and evidence of intercultural understanding	и свидетельства межкультурного взаимопонимания.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding	Ученик демонстрирует очень хорошие знания и понимание содержания предмета, концептуальную и контекстуальную осведомленность, критическое рефлексивное мышление. Грамотные исследования, изучение проблемы и технические навыки очевидны. Ученик способен анализировать, оценивать и синтезировать доказательства, знания и концепции. В совместных упражнениях ученик хорошо работает с другими, этично, ответственно и с настойчивостью. Ответы в основном точные, четкие, лаконичные, убедительные, логически структурированные, с достаточной детализацией, с использованием согласованной терминологии и с уделением особого внимания цели и аудитории. Ответы показывают креативность, эффективное использование примеров, демонстрируют понимание альтернативных точек зрения и свидетельствуют о межкультурном взаимопонимании.
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.	Ученик демонстрирует отличные знания и понимание содержания предмета, концептуальную и контекстуальную осведомленность, критическое, рефлексивное мышление. Очевидны высокоэффективные навыки исследования, технические навыки, а также способность анализировать, оценивать и синтезировать качественные и количественные данные, знания и концепции для достижения достоверных выводов или решения проблем (учебных задач). В совместных упражнениях ученик очень хорошо работает с другими, этично, ответственно и с настойчивостью. Ответы являются очень пронизательными, точными, четкими, краткими, убедительными, логически структурированными, с достаточной детализацией, точным использованием соответствующей терминологии и с уделением особого внимания цели и аудитории. Ответы являются творческими, ученик эффективно использует хорошо отобранные примеры, демонстрирует понимание альтернативных точек зрения и дает четкие доказательства межкультурного взаимопонимания.