



CAMBRIDGE
INTERNATIONAL SCHOOL

**Assessment Handbook
2020/2021**

KS4 (Year 10 – Year 11)

Introduction

This Handbook provides an overview of our assessment philosophy and practice at Cambridge International School. We are an international school offering Cambridge qualifications, namely IGCSEs and A-Levels. In addition, we are also licensed by the Slovak government, which enables our students to graduate with a Maturita, the Slovak secondary school leaving certificate. This unique set of circumstances influences our assessment practice as we are bound by local requirements in terms of grading and grade boundaries.

Assessment

Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period. Teachers have their own assessment styles linked to the demands of their subject and will award grades based on Cambridge grade boundaries rather than the Slovak Ministry boundaries. As a school, we believe that assessment is a key part of the learning process as it allows students and teachers to identify areas for development. At CIS, we are less concerned with grades than we are with students developing the skills and knowledge they will need to succeed in their official examinations.

Grading

As an international school that is bound by Slovak law we must grade and report to parents using the Slovak system. Grades are given 1 to 5:

- 1 – Excellent
- 2 – Very Good
- 3 – Good/Satisfactory
- 4 – Pass
- 5 – Unsatisfactory/Fail

According to the laws of the Slovak Ministry, we have been asked to grade tests on the following grade boundaries:

Grade	Percentage
1	85% +
2	84% - 75%
3	74% - 65%
4	64% - 55%
5	54% - 0%

Table 1:KS4 General grade boundaries

When students move into Year 10 and above, they are working towards being assessed in external exams delivered by the Cambridge International Examinations board in the UK. Consequently, we are required to review and adjust our grade boundaries to fit with these requirements. Please note that grade boundaries often change both annually and between separate subjects. Students taking IGCSEs will not be graded using the Slovak Ministry boundaries.

Recording

As a minimum, every subject teacher will record at least one IZK grade per student per month. Various assessments styles can be used, including but not limited to:

- End of unit test
- Presentation
- Quiz
- Essay
- Speaking test – in languages
- Any other subject relevant assessment styles

In many cases, students will be assessed using past paper questions to prepare them for exams.

Reporting

We report as follows in 20/21:

Year 10

CIS Progress Report in October/November

CIS Full Report in January to accompany the Half Year Report

Half Year Report (one IZK grade per subject) in January. (Vypis)

CIS Progress Report in April

CIS end of year exams taken in May/June.

End of Year Report in June (one IZK grade per subject) (Vysvedčenie)

Full Report in June

Year 11

CIS Progress Report in October/November

CIS Full Report in December, ahead of mock examinations in January

Half Year Report (one IZK grade per subject) in January. (Vypis)

CIS Mock Exam Report in February

CIS Progress Report in April

Final external IGCSE exams taken in May/June.

End of Year Report in June (one IZK grade per subject) (Vysvedčenie)

This year, we are introducing more regular reporting to parents to help keep you informed about your child's progress. The Progress Report is a snapshot of how your child is progressing whilst the Full Report will give you a detailed overview of progress and next steps, as well as providing you with grades.

List of subjects

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Behaviour

All students are expected to behave to the highest standards at all times when they are at CIS, whether this is in the classroom, on the playground or moving around the building. We encourage our students to be role models for the younger children in Primary School.

Most students will receive a 1 for Behaviour each month. Grades will only be lowered if there is a serious incident or a repeating pattern of poor behaviour. In these instances, parents will be contacted to discuss the matter before any action is taken.

We encourage and promote positive behaviour such as: helping adults and peers, acts of kindness and compassion, showing initiative, etc.

Art and Design

Teacher: Ms Melanie Radoja

There are two assessed components in the second year of the IGCSE Art and Design course:

- Coursework (externally assessed) 50%
- Externally Set Assignment (externally assessed) 50%

There are four Assessment Objectives for the IGCSE Art and Design course

- AO1 Record
Record ideas, observations and insights relevant to intentions as work progresses
- AO2 Explore
Explore and select appropriate resources, media, materials, techniques and processes
- AO3 Develop
Develop ideas through investigation, demonstrating critical understanding
- AO4 Present
Present a personal and coherent response that realises intentions and demonstrates an understanding of visual language

Each of the Assessment Objectives have equal weighting (25%)

The first two terms of the course are mainly focused on the technicalities of drawing and the formal elements and exploring different techniques to develop into a finish piece. The assessment grading is therefore loosely based on Assessment Objective 1. The students will receive two grades each half term according to the following:

- Quality of recording in sketch books
- Quality of homework tasks
- Ability to research artists and make appropriate links and comparisons
- Quality of artwork in practical sessions of skills
- Presentation of research

In Term 3, the students will develop their own personal study and the work will be assessed with the four Assessment Objectives. The students will also begin to prepare for the coursework task (component 1)

In the second year of the course, the students will be working on both externally assessed components and their progress will be monitored with the four Assessment Objectives.

The grading system can be **approximately** measured by the following:

Percentage	IGCSE grade	IZK equivalent
≥ 90 %	A*	1
≥ 84 %	A	
≥ 64 %	B	2
≥ 44 %	C	3
≥ 24 %	D	3
≥ 4 %	E	4
< 4 %	U/ Ungraded	5

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Biology

Teacher: Mr David Roberts

Types of assessments: Tests, homework, and class participation

Frequency:

1st half year: (approximately) - 3 formal written tests at the end of each chapter, homework assessments, and 1 grade for class participation

2nd half year: (approximately) - 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight for Y10/ 1 mock exam with triple weight for Y11, homework assessments, and 1 grade for class participation

Grade boundaries:

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A*	1
≥ 72 %	A	
≥ 60 %	B	2
≥ 55 %	C	3
≥ 50 %	D	
≥ 45 %	E	4
≥ 40 %	F	
≥ 35 %	G	
< 35 %	U/ Ungraded	5

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Chemistry

Teacher: Mr John Williamson

Types of assessments: Topic tests, homework, practical work, and class participation.

Frequency:

1st half year: (approximately) - 3 formal written tests at the end of each chapter, homework assessments on a weekly/fortnightly basis, graded practical work, and grades for class participation

2nd half year: (approximately) - 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight for Y10/ 1 mock exam with triple weight for Y11 homework assessments on a weekly/fortnightly basis, graded practical work, and grades for class participation

Grade boundaries:

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A*	1
≥ 72 %	A	
≥ 60 %	B	2
≥ 55 %	C	3
≥ 50 %	D	
≥ 45 %	E	4
≥ 40 %	F	
≥ 35 %	G	
< 35 %	U/ Ungraded	5

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Computer Science

Teacher: Ms Eva Fendekova

Types of assessments: Tests, homework, practical work, and class participation

Frequency:

1st half year: (approximately) - 6 formal written tests at the end of each chapter, 1 or 2 homework assessment per week, and 1 grade for class participation

2nd half year: (approximately) - 6 formal written tests at the end of each chapter, 1 end of year test with a triple weight for Y10 or 1 mock exam with triple weight for Y11, 1 or 2 homework assessments per week, 1 graded programming task, and 1 grade for class participation

Grade boundaries:

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A*	1
≥ 80 %	A	
≥ 70 %	B	2
≥ 65 %	C	3
≥ 60 %	D	
≥ 55 %	E	4
≥ 50 %	F	
< 50 %	U/ Ungraded	5

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English Language and Literature

Teachers: Y10MS (Mr John Lowe), Y10ML (Mrs Dionne Walker-Smith)

Y11JH (Mr John Lowe), Y11GJ (Mrs Dionne Walker-Smith)

Types of assessments: Timed Common Assessment Points - all the writing and reading tasks will be based upon the exams; writing tasks and analytical tasks – all linked to the language and literature papers.

Frequency: 9 completed throughout the academic year. There will also be a mock exam for Y11 in January and an end of year test for Y10 in May/June.

Grade boundaries:

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A*	1
≥ 75 %	A	
≥ 65 %	B	2
≥ 55 %	C	3
≥ 50 %	D	
≥ 40 %	E	4
< 40 %	U/ Ungraded	5

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Geography

Teachers: Y10 Mr Benjamin Cottam
 Y11JH (Mr Benjamin Cottam), Y11GJ (Ms Alison Phaup)

Types of assessments: Tests, past paper questions (extended response questions and skills questions) and there is the option of a project once per half year.

Frequency:

1st half year: (approximately) - 3 formal written tests and past paper questions on a regular basis. Past paper questions may be completed in class or for homework.

2nd half year: (approximately) - 3 formal written tests, past paper questions on a regular basis, and the end of year exam for Y10 or mock exam for Y11. Past paper questions may be completed in class or for homework.

Grade boundaries:

Percentage	IGCSE grade	IZK equivalent
≥ 80 %	A*	1
≥ 70 %	A	
≥ 60 %	B	2
≥ 50 %	C	3
≥ 40 %	D	
≥ 33 %	E	4
≥ 23 %	F	
≥ 15 %	G	
< 10 %	U/ Ungraded	5

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German Language

Teachers: Ms Zuzana Ivanova and Ms Jana Mosatova

Types of assessments: Tests (70%), Quizzes (15%), Projects, homework and classwork (15%)

All groups:

Frequency:

1st half year: (approximately) - 3 formal written tests at the end of each chapter, homework assessments, vocabulary and grammar quizzes, speaking assessments, 2-3 graded projects, 3 grades for the quality of notebook, and 4 grades for class participation

2nd half year: (approximately) - 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight for Y10 or mock exam for Y11, homework assessments, vocabulary and grammar quizzes, speaking assessments, 2-3 graded projects, 3 grades for the quality of notebook, and 4 grades for class participation

Grade boundaries

Essays			Unit tests			Past paper tests		
Score /30	IGCSE Grade	IZK Grade	%	IGCSE Grade	IZK Grade	%	IGCSE Grade	IZK Grade
≥ 25	A	1	≥85	A	1	≥80	A	1
≥ 20	B	2	≥75	B	2	≥70	B	2
≥ 16	C	3	≥65	C,D	3	≥50	C,D	3
≥ 13	D	3						
≥ 6	E,F,G	4	≥55	E,F,G	4	≥30	E,F,G	4
< 6	U	5	<55	U	5	<30	U	5

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History

Y10ML (Mr Benjamin Cottam)

Y10MS and Y11 (Ms Nichola Giddings)

Types of assessments: End of unit timed assessments and past paper homework questions,

Frequency:

1st half year: (approximately) – a minimum of 3 formal written tests at the end of each unit, homework assessments on a regular basis, and 1 grade for class participation

2nd half year: (approximately) - 3 formal written tests at the end of each unit, mock exam or end of year test, homework assessments on a regular basis, 1 grade for class participation

Grade boundaries:

Paper 1			Paper 2			Coursework		
%	IGCSE Grade	IZK Grade	%	IGCSE Grade	IZK Grade	%	IGCSE Grade	IZK Grade
85	A*	1	80	A*	1	90	A*	1
75	A	1	65	A	1	80	A	1
65	B	2	55	B	2	70	B	2
55	C	3	45	C	3	60	C	3
45	D	3	35	D	3	45	D	3
35	E	4	30	E	4	35	E	4
25	F	4	25	F	4	30	F	4
15	G	4	15	G	4	20	G	4
0	U	5	0	U	5	0	U	5

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Mathematics

Teachers: **Y10ML (Mr Mike Sanderson) Y10MS (Ms Eva Fendeková)**
 Y11 (Mr Mike Sanderson)

Frequency:

1st half year: Grades will be calculated using an average score from all completed end of unit tests and an attitude to learning mark.

2nd half year: Grades will be calculated using an average score from all completed end of unit tests, an attitude to learning mark plus an end of year examination covering the whole year's work for Y10 or a mock examination for Y11.

End of unit testing frequency: once per month

Weighting: all formal tests (weight x 1)
 end of year exam/mock exam (weight x 3)
 attitude to learning mark (weight x 1)

Grade boundaries

Percentage	IGCSE grade	IZK equivalent
≥ 90 %	A*	1
≥ 80 %	A	
≥ 65 %	B	2
≥ 60 %	C	3
≥ 45 %	D	
≥ 30 %	E-G	4
< 30 %	U/ Ungraded	5

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Participation grade (PSHE)

Grades are awarded by the class teacher once every half term. Under normal circumstances, these grades are based on a wider range of factors, such as participation in clubs, school events and assemblies. However, as we are not running our full programme at the moment, the criteria below will be used for at least the first half year.

Criteria:

IZK Grade	Participation
1	<p style="text-align: center;"><u>Excellent</u></p> <ul style="list-style-type: none"> • Actively participates in all PSHE lessons • Listens respectfully to the views of other students • Works well in groups and pairs • Completes all tasks requested by the Class Teacher • Has a positive influence on the class
2	<p style="text-align: center;"><u>Very Good</u></p> <ul style="list-style-type: none"> • Actively participates in most PSHE lessons • Listens to the views of other students • Works well in groups and pairs • Completes almost all tasks requested by the Class Teacher • Usually has a positive influence on the class
3	<p style="text-align: center;"><u>Good</u></p> <ul style="list-style-type: none"> • Participates in some PSHE lessons • Listens to the views of other students but is not always focused • Works well in groups and pairs with teacher support • Completes most tasks requested by the Class Teacher • Has a positive influence on the class but not consistently
4	<p style="text-align: center;"><u>Satisfactory</u></p> <ul style="list-style-type: none"> • Occasionally participates in some PSHE lessons • Listens to the views of other students but is not always focused • Struggles to work effectively in groups and pairs but can do so with support. • Sometimes completes tasks requested by the Class Teacher • Can be a positive influence but needs support and guidance to achieve this
5	<p>Poor</p> <ul style="list-style-type: none"> • Rarely participates in PSHE lessons • Does not listen respectfully to the views of other students • Does not work well in groups and pairs • Rarely completes all tasks requested by the Class Teacher • Has a negative influence on the class

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Physical Education (PE)

Teachers: Mr Peter Hodossy and Ms Natalia Kollarova

Grade boundaries: [KS4 General Grade Boundaries](#)

There are 3 basic considerations in determining each student's Physical Education grade. Students need to demonstrate the following during each PE lesson:

- 1. Preparedness for Class (weight 33%)**
 - Be on time
 - Have appropriate PE kit including appropriate footwear

- 2. Attitude to Learning, Effort, Participation, Responsible Behaviour, Sportsmanship (weight 45%)**
 - Be in control of their body during physical activity
 - Use equipment and move throughout space in a safe and controlled manner
 - Be respectful during group discussions and when others share ideas
 - Practice tasks that the teacher specified
 - Move in relation to strategy
 - Be engaged in all activities
 - Give their best performance
 - Show persistence when task is difficult
 - Spend time wisely to improve their performance
 - Make contributions to class by offering ideas
 - Competency in a variety of movement patterns
 - Apply rule interpretation and knowledge
 - Encourage good play by others
 - Allow others to experience success
 - Demonstrate leadership and work well with others
 - Provides peers with positive and corrective feedback
 - Compromise, problem solve and collaborate to resolve conflicts

- 3. Skills and Knowledge (weight 22%)**
 - Game play
 - Skill test
 - Performance task
 - Application of concepts learnt
 - Psychomotor skills

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Physics

Y10 (Ms Matina Lala)

Types of assessments: Tests (weight 1), homework (weight 0.5-1), projects (weight 1), practical work (weight 1), notebook quality (weight 0.5) and participation (Attitude to learning) (weight 0.25-0.5)

Frequency:

1st half year: (approximately) - 3 formal written tests at the end of each chapter, 2 homework assessments, 2 graded practical tasks, and 2 ATL grades

2nd half year: (approximately) - 3 formal written tests at the end of each chapter, 1 end of year test with a triple weight, homework assessments on a weekly/fortnightly basis, 2 graded practical works, and 1 grade for class participation

Y1 (Ms Simona Stesnakova)

Types of assessments: Tests - 80%, Homework - 15%, Practical investigation – 5%

Frequency:

1st half year: (approximately) - 3 formal written tests at the end of each chapter, homework assessments on a weekly/fortnightly basis, 2 graded practical works, and 1 grade for class participation

2nd half year: (approximately) - 3 formal written tests at the end of each chapter, Mock test with triple weight (Y11), homework assessments on a weekly/fortnightly basis, 2 graded practical works, and 1 grade for class participation

Grade boundaries for Y10 and Y11:

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A*	1
≥ 72 %	A	
≥ 60 %	B	2
≥ 55 %	C	3
≥ 50 %	D	
≥ 45 %	E	4
≥ 40 %	F	
≥ 35 %	G	
< 35 %	U/ Ungraded	5

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Slovak Language and Literature

Teachers: Ms Gabriela Jurikova and Ms Libusa Bednarikova

Types and frequency of assessments: Vstupný test na začiatku školského roka s učivom z predchádzajúceho šk. roka, polročný test na polroku s polročným učivom, výstupný test na konci školského roka s celoročným učivom, 1/4 ročný a 3/4 ročný test, 4/5 kontrolných diktátov, 2 kontrolné slohové práce, vopred neohlásené desaťminútovky a dopĺňovačky, domáce úlohy, ústne hodnotenie, Beseda a písomka o prečítanom, povinne zadanom diele a vypracovanie pracovného listu, Ústna beseda

Grade boundaries:

Grade	Percentage
1	85% +
2	84% - 70%
3	69% - 55%
4	54% - 45%
5	44% - 0%

Stupnica hodnotenia kontrolného diktátu

0 chýb – 100%	9 chýb – 52%
1 chyba – 94%	10 chýb – 45%
2 chyby – 88%	11 chýb – 44%
3 chyby – 87%	12 chýb – 37%
4 chyby – 75%	13 chýb – 27%
5 chýb – 74%	14 chýb – 17%
6 chýb – 67%	15 chýb – 7%
7 chýb – 60%	16 chýb – 0%
8 chýb – 59%	

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Slovak for foreigners

Mr Viktor Poncak

Types of assessments: Unit tests, topic tests, homework, class participation quizzes (vocabulary, grammar), projects, speaking tasks, and writing tasks

Frequency:

Big tests are announced one week in advance. Quizzes are not announced. Tests are given after finishing a topic or a unit.

1 initial baseline test in September, 1 mid-term test in December/January, and 1 final test in May/June.

Grade boundaries:

Grade	Percentage
1	85% +
2	84% - 70%
3	69% - 55%
4	54% - 45%
5	44% - 0%

Grade weights

- Initial baseline test = 1
- Midterm test = 1.5
- Final test = 1.5
- Unit tests, speaking, writing = 1
- Quizzes (vocabulary, grammar), projects = 0
- Participation = 0.5

Criteria:

Grade 1 – Positive attitude, active participation, deep knowledge, always prepared for the lesson, a good grasp of vocabulary, and no missing homework,

Grade 2 – Active participation, positive attitude, very good knowledge, but sometimes missing homework

Grade 3 – Sometimes active participation, sometimes negative attitude, good knowledge, and missing homework

Grade 4 – Not active in class, negative attitude, poor knowledge, unable to work individually, and missing homework

Grade 5 – Poor command of basic vocabulary and grammar, no participation, unable to work individually, and missing homework

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Spanish Language

Mr. Jose Luis Sanchez Melgarejo

Types of assessments: Quizzes, role-plays, tests, listening activities, and homework (workbook/ writing essays/worksheets).

Frequency:

One vocabulary / grammar quiz per subtopic (6 in total, half weight). Weekly homework for each subtopic (standard weight).

Grade boundaries

Percentage	IGCSE grade	IZK equivalent
≥ 85 %	A, A*	1
≥ 75 %	B	2
≥ 65 %	C, D	3
≥ 55 %	E, F, G	4
< 55 %	U/ Ungraded	5

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