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| --- | --- | --- |
| **REPUBLIC OF CAMEROON**  ***Peace – Work – Fatherland*** |  | **RÉPUBLIQUE DU CAMEROUN**  ***Paix – Travail – Patrie*** |
| \*\*\*\*\*\*\*\*\*\*\*\*\* |  | \*\*\*\*\*\*\*\*\*\*\*\*\* |
| MINISTRY OF SECONDARY EDUCATION |  | MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES |
| \*\*\*\*\*\*\*\*\*\*\*\*\* |  | \*\*\*\*\*\*\*\*\*\*\*\*\* |
| **REGIONAL DELEGATION OF….** |  | **DÉLÉGATION RÉGIONALE DE …** |
| \*\*\*\*\*\*\*\*\*\* \*\*\* |  | \*\*\*\*\*\*\*\*\*\*\*\*\* |
| DIVISIONAL DELEGATION…. |  | DÉLÉGATION DÉPARTEMENTALE DE… |
| \*\*\*\*\*\*\*\*\*\*\*\*\* |  | \*\*\*\*\*\*\*\*\*\*\*\*\*\* |
| HIGH SCHOOL |  | LYCÉE DE……….. |

REPORT BOOKLET

School Year : ……./……

Class : **FORM 1 SBEP**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name of Student : | |  | | |
| Date and place of birth : | |  | | |
| Gender : | Unique Identification number : | |  | Repeater  : Yes No |
| Parent’s/Guardian’s name and contact : | |  | | |

**PERFORMANCE GRID**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **LEVEL OF PERFORMANCE** | **MARK/20** | **GRADE** | **MARK IN PERCENTAGE (%)** | **REMARKS 2** |
| Level 4 | 18 20 | A+ | From 90% to 100% | Competences Very Well Acquired (CVWA) |
| 16 18 | A | From 80 to 89% |
| Level 3 | 15 16 | B+ | From 75 to 79% | Competences Well Acquired (CWA) |
| 14 15 | B | From 70 to 74% |
| Level 2 | 12 14 | C+ | From 60 to 69% | Competences Acquired (CA) |
| 10 12 | C | From 50 to 59% | Competences Averagely Acquired (CAA) |
| Level 1 | 10 | D | < 50% | Competences Not Acquired (CNA) |

**DESCRIPTION OF STUDENT PERFORMANCE LEVELS**

The level of performance is determined by the score obtained in the summative assessment.

**Level 1** indicates unsatisfactory performance. The student performance is below average and will require assistance where competences were not acquired (mentoring, extra homework).

**Level 2**, while indicating success, C means performance that is not entirely satisfactory. The student demonstrates, **with limited effectiveness**, the ability to mobilise resources to develop the competence. Performance at this level shows that the student needs to improve considerably to overcome specific shortcomings in his/her learning (extra support needed).

C+ means the performance is fairly satisfactory. The student demonstrates, **with certain effectiveness**, the ability to mobilise resources to develop the competence. Performance at this level shows that the student should strive to overcome specific shortcomings in his/her learning.

**Level 3** shows satisfactory performance. The student demonstrates, **with effectiveness**, the ability to mobilise resources to develop the competence. Performance at this level shows that the student is learning successfully.

**Level 4** means that the student's performance is very high. The student demonstrates, **with a great deal of effectiveness**, the ability to mobilise resources to develop the competence. This level shows that the student excellently mastered his/her learning.

**GRILLE DE NOTATION**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **NIVEAU DE RENDEMENT** | **NOTE/20** | **COTE** | **NOTE EN POURCENTAGE (%)** | **APPRECIATION** |
| Niveau 4 | 18 20 | A+ | De 90% à 100% | Compétences très bien acquises (CTBA) |
| 16 18 | A | De 80 à 89% |
| Niveau 3 | 15 16 | B+ | De 75 à 79% | Compétences bien acquises (CBA) |
| 14 15 | B | De 70 à 74% |
| Niveau 2 | 12 14 | C+ | De 60 à 69% | Compétences acquises (CA) |
| 10 12 | C | De 50 à 59% | Compétences moyennement acquises (CMA) |
| Niveau 1 | 10 | D | < 50% | Compétences non acquises (CNA) |

**DESCRIPTION DES NIVEAUX DE RENDEMENT DE L’ÉLÈVE**

Le niveau de rendement est déterminé par les résultats obtenus après l’évaluation des apprentissages.

**Le niveau 1** indique un rendement non satisfaisant. L’élève est en dessous de la moyenne, Il a besoin d’un accompagnement particulier pour les compétences non acquises (tutorat, devoirs supplémentaires…).

**Le niveau 2**, bien qu’il indique une réussite, la **cote C** correspond à un niveau de rendement qui ne donne pas entièrement satisfaction. L’élève démontre avec **une efficacité limitée** l’habileté à mobiliser des ressources pour développer la compétence. Un rendement à ce niveau exige que l’élève s’améliore considérablement pour combler des insuffisances spécifiques dans ses apprentissages (accompagnement par des travaux supplémentaires).

Par ailleurs, la **cote C+** correspond à un niveau de rendement assez satisfaisant. À ce stade, l’élève démontre avec **une certaine efficacité l’habileté** à mobiliser des ressources pour développer la compétence. Un rendement à ce niveau indique que l’élève devrait s’efforcer de corriger les insuffisances identifiées dans ses apprentissages.

**Le niveau 3** indique un rendement satisfaisant. L’élève démontre avec **efficacité** l’habileté à mobiliser des ressources pour développer la compétence. Un rendement à ce niveau montre que l’élève mène bien ses apprentissages.

**Le niveau 4** signifie que le rendement de l’élève est très élevé. L’élève démontre avec **beaucoup d’efficacité** l’habileté à mobiliser des ressources pour développer la compétence. Ce niveau montre que l’élève a mené avec brio ses apprentissages.

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| **REPUBLIC OF CAMEROON**  ***Peace – Work – Fatherland***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTRY OF SECONDARY EDUCATION  \*\*\*\*\*\*\*\*\*\*\*\*\*  **REGIONAL DELEGATION OF….**  \*\*\*\*\*\*\*\*\*\* \*\*\*  DIVISIONAL DELEGATION….  \*\*\*\*\*\*\*\*\*\*\*\*\*  HIGH SCHOOL |  | **RÉPUBLIQUE DU CAMEROUN**  ***Paix – Travail – Patrie***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES  \*\*\*\*\*\*\*\*\*\*\*\*\*  **DÉLÉGATION RÉGIONALE DE …**  \*\*\*\*\*\*\*\*\*\*\*\*\*  DÉLÉGATION DÉPARTEMENTALE DE…  \*\*\*\*\*\*\*\*\*\*\*\*\*\*  LYCÉE DE……….. |

**FIRST TERM PROGRESS RECORD**

School Year: ………/……..

Student’s photograph

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student : | | | Class : **Form 1** **SBEP** |
| Date and place of birth: | | Gender : | Class enrolment : |
| Unique Identification number: | Repeater : Yes No | | Number of subjects : |
| Parent’s/Guardian’s name and contact | | | Number passed : |
| Class master: |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject and Teacher’s Names** | **COMPETENCIES EVALUATED** | **MK/20** | **AV/20** | **Coef** | **AV x coef** | **GRADE** | **[Min - Max]** | **Remarks and Teacher’s signature** |
| FRANÇAIS INTENSIF (langue)  M | Se servir de ses connaissances en français pour se présenter/autrui, échanger sur sa famille et la vie dans sa communauté |  |  | 3 |  |  |  |  |
| Utiliser les ressources nécessaires du français pour échanger sur le cadre de vie familial, l’hygiène et salubrité, l’investissement humain |  |
| FRANCAIS INTENSIF (littérature)  M | Identifier les différents genres littéraires (roman, poésie et théâtre). |  |  | 2 |  |  |  |  |
| Utiliser ses connaissances en français pour échanger sur les personnages, l’intrigue et la leçon tirés d’une portion de texte du roman, de la poésie ou du théâtre |  |
| COMPUTER SCIENCES  M | Classify computers based on the characteristics of their components and identify their use. |  |  | 2 |  |  |  |  |
| Identify the role of computers in different domains and classify hardware and software components of a computer. |  |
| ART AND CULTURE  M | Use pencils, brushes, colours and gouaches, and adopt an appropriate position in relation to the paper or support |  |  | 1 |  |  |  |  |
| Identify, write and use notes, note figures, stave and silences to talk about music |  |
| Use gestures, mime, mimicry and grimaces when reciting poems, acting out fairy tales and performing lullabies at home or in public |  |
| LITERATURE IN ENGLISH  M | Read and tell oral African stories, and describe the positive and negative traits of characters |  |  | 2 |  |  |  |  |
| State, classify and explain moral lessons from oral African tales |  |
| Use basic literary knowledge and skills to recall and explain information in a play |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to satisfy basic daily needs. |  |  | 4 |  |  |  |  |
| Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to ask for and give information, instructions and advice about family life, activities and relationships. |  |
| Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to communicate on health-related issues |  |
| NATIONAL CULTURES  M | Use key concepts of Cameroon cultural diversity appropriately |  |  | 1 |  |  |  |  |
| Present cultural practices and localize them in their various cultural zones |  |
| NATIONAL LANGUAGES  M | locate national languages in their various cultural zones |  |  | 1 |  |  |  |  |
| Produce messages in national languages using vowels of the GACL in different life situations |  |
| ÉDUCATION À LA CITOYENNETÉ ET À LA MORALE (ECM)  M | Promouvoir l’intégration à la vie familiale et scolaire |  |  | 2 |  |  |  |  |
|  |
| GEOGRAPHY  M | Adapt to cosmic influences |  |  | 2 |  |  |  |  |
|  |
| HISTORY  M | Use of historical knowledge |  |  | 2 |  |  |  |  |
| Discovery of cultural traits |  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to life and life forms |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem-situations relating to crop cultivation and appropriate use of medicinal plants |  |
| Use scientific reasoning and language to solve problem-situations relating to soil degradation |  |
| Use scientific reasoning and language to solve problem-situations relating to hunting, fishing and harvesting |  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: identifying and using common chemistry laboratory equipment, recognizing basic hazard signs, heating substances and appreciating the effect of heat, simple classification of substances into compounds and mixtures, separation of mixtures. |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Practice healthy eating habits (in quality, quantity and frequency). |  |  | 2 |  |  |  |  |
|  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to numbers, fractions, and plane configurations. |  |  | 04 |  |  |  |  |
|  |
| PHYSICS  M | Use scientific reasoning and language to solve problem – situations relating to laboratory equipment and safety, and physical quantities. |  |  | 02 |  |  |  |  |
| Use scientific reasoning and language to solve problem – situations relating to states of matter and inter-conversions, measurement of length, mass, volume, density and temperature and reading and use of information labels on household products. |  |
| ÉDUCATION PHYSIQUE ET SPORTIVE (EPS)  M | Exécuter une course de vitesse et une course d’endurance-vitesse |  |  | 2 |  |  |  |  |
| Manipuler et lancer le poids |  |
| Exécuter le saut en hauteur |  |
| MANUAL LABOUR  M | Use materials, tools and techniques to draw a kiosk and other objects |  |  | 1 |  |  |  |  |
| Use tools and equipment to prepare a nursery |  |
| Use materials to build a poultry and rear broilers |  |
| **TOTAL** | | | |  |  | **STUDENT AVERAGE :** | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | | | | **Student performance** | | | | **Class Profile** | |
| Unjustified Abs. (h) |  | Conduct Warning |  | TOTAL SCORE |  | **REMARK** | | Class Average |  |
| Justified Abs (h) |  | Reprimand |  | COEF |  | CVWA |  | **[Min – Max]** |  |
| CWA |  |
| Late (nbr of times) |  | Suspension |  | TERM AVERAGE |  | CA |  | Number passed |
| CAA |  |
| Punishment (hours) |  | CNA |  | Success rate (%) |  |
| Grade |  |
| Remarks on student performance | | | | Parent’s/Guardian’s signature | | Class master’s signature | | The PRINCIPAL | |

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| **REPUBLIC OF CAMEROON**  ***Peace – Work – Fatherland***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTRY OF SECONDARY EDUCATION  \*\*\*\*\*\*\*\*\*\*\*\*\*  **REGIONAL DELEGATION OF….**  \*\*\*\*\*\*\*\*\*\* \*\*\*  DIVISIONAL DELEGATION….  \*\*\*\*\*\*\*\*\*\*\*\*\*  HIGH SCHOOL |  | **RÉPUBLIQUE DU CAMEROUN**  ***Paix – Travail – Patrie***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES  \*\*\*\*\*\*\*\*\*\*\*\*\*  **DÉLÉGATION RÉGIONALE DE …**  \*\*\*\*\*\*\*\*\*\*\*\*\*  DÉLÉGATION DÉPARTEMENTALE DE…  \*\*\*\*\*\*\*\*\*\*\*\*\*\*  LYCÉE DE……….. |

**SECOND TERM PROGRESS RECORD**

School Year:………/……..

Student’s photograph

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student : | | | Class : **Form 1** **SBEP** |
| Date and place of birth: | | Gender : | Class enrolment : |
| Unique Identification number: | Repeater : Yes No | | Number of subjects : |
| Parent’s/Guardian’s name and contact | | | Number passed : |
| Class master: |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject and Teacher’s Names** | **COMPETENCIES EVALUATED** | **MK/20** | **AV/20** | **Coef** | **AV x coef** | **GRADE** | **[Min -Max]** | **Remarks and Teacher’s signature** |
| FRANÇAIS INTENSIF (langue)  M | Utiliser convenablement le français pour parler des différents moyens de transport, les sites touristiques de son milieu et le patriotisme |  |  | 3 |  |  |  |  |
| Utiliser le français pour marchander, acheter, vendre un produit ou un service et échanger sur les métiers |  |
| FRANÇAIS INTENSIF (littérature)  M | Utiliser ses connaissances en français pour échanger sur les personnages, l’intrigue et la leçon tirés d’une portion de texte du roman, de la poésie ou du théâtre |  |  | 2 |  |  |  |  |
| Anticiper la suite d’une histoire tirée dans une portion de texte (roman, poésie, théâtre) |  |
| COMPUTER SCIENCES  M | Use operating systems and application software to accomplish specific tasks. |  |  | 2 |  |  |  |  |
| Exhibit ethical and responsible use of the computer and adopt appropriate safety measures in a computing environment. |  |
| ART AND CULTURE  M | Explain the overall meaning of performance, list the periods in the history of art and the professions involved in the plastic arts |  |  | 1 |  |  |  |  |
| Explain the overall meaning of performance, list the periods in the history of music and the corresponding professions |  |
| Identify the different types of communication used to entertain an audience |  |
| LITERATURE IN ENGLISH  M | Use basic literary knowledge and skills to dramatise extracts/scenes of a play and bring out real-life elements |  |  | 2 |  |  |  |  |
| Perform or dramatise simple African poetic forms |  |
| Appreciate poetry at an elementary level |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to share personal experiences and engage in expressive or aesthetic discourse pertaining to work and leisure. |  |  | 4 |  |  |  |  |
| Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to communicate about the immediate social and physical environment and community. |  |
| NATIONAL CULTURE  M | Present cultural practices in relation to life styles in the domain of family and society |  |  | 1 |  |  |  |  |
| Present cultural practices in relation to life styles in the domain of economy |  |
| NATIONAL LANGUAGES  M | Produce messages in national languages using simple consonants of the GACL in different life situations |  |  | 1 |  |  |  |  |
| Produce messages in national languages using complex consonants of the GACL in different life situations |  |
| ÉDUCATION A LA CITOYENNETÉ ET A LA MORALE (ECM)  M | Prévenir et régler les conflits |  |  | 2 |  |  |  |  |
|  |
| GEOGRAPHY  M | Protect the environment |  |  | 2 |  |  |  |  |
| Adapt to climate change |  |
| HISTORY  M | Discovery of cultural traits |  |  | 2 |  |  |  |  |
|  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to early pregnancies |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem-situations relating to emerging infections, STIs and HIV/AIDS |  |
| Use scientific reasoning and language to solve problem-situations relating to malnutrition and food poisoning |  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: metals and non-metals, acids and bases in daily life, prepare indicators from plants and use them to classify substances in daily life as acids and bases, classifying air into active and inactive air and air pollution. |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Use and care of a traditional kitchen and its equipment. |  |  | 2 |  |  |  |  |
| Use and care of a modern kitchen and its equipment. |  |
| Use and care of labour saving devices. |  |
| Practice preventive measures against kitchen accidents and applying First Aid in case of any. |  |
| Sort, reuse and recycle kitchen waste. |  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to numbers and plane configurations |  |  | 4 |  |  |  |  |
|  |
| PHYSICS  M | Use scientific reasoning and language to solve problem – situations relating to forms of energy and sources, energy conversions and conservation, energy, motion and forces. |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem – situations relating to production of sound, perception of sound by ear and effects of loud sounds, measurement of body temperature and application, body posture and physical exercise. |  |
| EDUCATION PHYSIQUE ET SPORTIVE (EPS)  M | Exécuter les différentes techniques de gymnastique au sol (déplacement, envol, rotation et renversement) |  |  | 2 |  |  |  |  |
| Pratiquer les sports collectifs : Football, Basket-ball ,Handball et Volley-ball (marquer les buts, conserver le ballon, se démarquer, se positionner) |  |
| MANUAL LABOUR  M | Use drawing materials, tools and gouache to paint a kiosk and other objects |  |  | 1 |  |  |  |  |
| Use tools and methods to produce compost |  |
| Use rearing equipment to install and maintain a broiler poultry |  |
| **TOTAL** | | | |  |  | **STUDENT AVERAGE :** | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | | | | **Student performance** | | | | **Class Profile** | |
| Unjustified Abs. (h) |  | Conduct Warning |  | TOTAL SCORE |  | **REMARK** | | Class Average |  |
| Justified Abs (h) |  | Reprimand |  | COEF |  | CVWA |  | **[Min –Max]** |  |
| CWA |  |
| Late (nbr of times) |  | Suspension |  | TERM AVERAGE |  | CA |  | Number passed |  |
| CAA |  |
| Punishment (hours) |  | Grade |  | CNA |  | Success rate (%) |  |
| Remarks on student performance | | | | Parent’s /Guardian’s signature | | Class master’s signature | | The PRINCIPAL | |

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| **REPUBLIC OF CAMEROON**  ***Peace – Work – Fatherland***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTRY OF SECONDARY EDUCATION  \*\*\*\*\*\*\*\*\*\*\*\*\*  **REGIONAL DELEGATION OF….**  \*\*\*\*\*\*\*\*\*\* \*\*\*  DIVISIONAL DELEGATION….  \*\*\*\*\*\*\*\*\*\*\*\*\*  HIGH SCHOOL |  | **RÉPUBLIQUE DU CAMEROUN**  ***Paix – Travail – Patrie***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES  \*\*\*\*\*\*\*\*\*\*\*\*\*  **DÉLÉGATION RÉGIONALE DE …**  \*\*\*\*\*\*\*\*\*\*\*\*\*  DÉLÉGATION DÉPARTEMENTALE DE…  \*\*\*\*\*\*\*\*\*\*\*\*\*\*  LYCÉE DE……….. |

**THIRD TERM PROGRESS RECORD**

School Year:………/……..

Student’s photograph

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student : | | | Class : **Form 1** **SBEP** |
| Date and place of birth: | | Gender : | Class enrolment : |
| Unique Identification number: | Repeater : Yes No | | Number of subjects : |
| Parent’s/Guardian’s name and contact | | | Number passed : |
| Class master: |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject and Teacher’s Names** | **COMPETENCIES EVALUATED** | **MK/20** | **AV/20** | **Coef** | **AV x coef** | **GRADE** | **[Min –Max]** | **Remarks and Teacher’s signature** |
| FRANÇAIS INTENSIF (langue)  M | Utiliser correctement les outils de TIC de base pour communiquer |  |  | 3 |  |  |  |  |
|  |
| FRANÇAIS INTENSIF (littérature)  M | Echanger sur les leçons tirées des textes (roman, poésie, théâtre). Nommer les différents personnages |  |  | 2 |  |  |  |  |
|  |
| COMPUTER SCIENCES  M | Create strategies to solve a given problem. |  |  | 2 |  |  |  |  |
| Implement simple programs using a block programming environment. |  |
| ART AND CULTURE  M | Apply appropriate attitudes to graphic representations in order to maintain good family, professional and social relations |  |  | 1 |  |  |  |  |
| Use music theory to entertain an audience |  |
| Tell stories, narrate or recite poems and convey messages on stage in public |  |
| LITERATURE IN ENGLISH  M | Use literary knowledge and skills to narrate and present simple stories, plays and poems |  |  | 2 |  |  |  |  |
| Use literary knowledge and skills to do literary performances in drama |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to communicate effectively and with authority about multicultural practices. |  |  | 4 |  |  |  |  |
|  |
| NATIONAL CULTURE  M | Present cultural practices in relation to life styles in the domain of health. |  |  | 1 |  |  |  |  |
| Present cultural practices in relation to life styles in the domains of welfare and environment |  |
| NATIONAL LANGUAGES  M | Produce messages in national languages using simple tones of the GACL in different life situations |  |  | 1 |  |  |  |  |
| Produce messages in national languages using complex tones of the GACL in different life situations |  |
| ÉDUCATION À LA CITOYENNETÉ ET À LA MORALE (ECM)  M | Promouvoir et protéger les droits de l’homme |  |  | 2 |  |  |  |  |
|  |
| GEOGRAPHY  M | Adapt to climatic disturbances |  |  | 2 |  |  |  |  |
| Manage catastrophes |  |
| HISTORY  M | Adapt to environments with multiple religions |  |  | 2 |  |  |  |  |
|  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to pollution |  |  | 2 |  |  |  |  |
|  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: sources of water, purification of water for domestic use, effect of heat on the solubility of substances in water, preparation of different types of solutions. |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Do hand mending, laundry and ironing |  |  | 2 |  |  |  |  |
|  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to numbers, decimals, plane configurations, solids in space and basic notions of organisation and management of data |  |  | 4 |  |  |  |  |
|  |
| PHYSICS  M | Use scientific reasoning and language to solve problem – situations relating to ionising radiations and effects, global warming, greenhouse gases and sustainable management of the environment. |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem – situations relating to maintenance and technical drawing. |  |
| EDUCATION PHYSIQUE ET SPORTIVE (EPS)  M | Pratiquer les sports collectifs : Football, Basket-ball, Handball et Volley-ball (empêcher de marquer, récupérer le ballon, gêner la progression de l’adversaire, servir et réceptionner le ballon et bloquer le ballon) |  |  | 2 |  |  |  |  |
|  |
| MANUAL LABOUR  M | Maintain and market artistic objects |  |  | 1 |  |  |  |  |
| Use compost in a garden or use techniques to sell compost |  |
| Use marketing techniques to sell broilers |  |
| **TOTAL** | | | |  |  | **STUDENT AVERAGE :** | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Discipline** | | | | **Student performance** | | | | **Class Profile** | |
| Unjustified Abs. (h) |  | Conduct Warning |  | TOTAL SCORE |  | **REMARK** | | Class Average |  |
| Justified Abs (h) |  | Reprimand |  | COEF |  | CVWA |  | **[Min –Max]** |  |
| CWA |  |
| Late (nbr of times) |  | Suspension |  | TERM AVERAGE |  | CA |  | Number passed |  |
| CAA |  |
| Punishment (hours) |  | Grade |  | CNA |  | Success rate (%) |  |
| Remarks on student performance | | | | Parent’s/Guardian’s signature | | Class master’s signature | | The PRINCIPAL | |

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| --- | --- | --- |
| **REPUBLIC OF CAMEROON**  ***Peace – Work – Fatherland***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTRY OF SECONDARY EDUCATION  \*\*\*\*\*\*\*\*\*\*\*\*\*  **REGIONAL DELEGATION OF….**  \*\*\*\*\*\*\*\*\*\* \*\*\*  DIVISIONAL DELEGATION….  \*\*\*\*\*\*\*\*\*\*\*\*\*  HIGH SCHOOL |  | **RÉPUBLIQUE DU CAMEROUN**  ***Paix – Travail – Patrie***  \*\*\*\*\*\*\*\*\*\*\*\*\*  MINISTÈRE DES ENSEIGNEMENTS SECONDAIRES  \*\*\*\*\*\*\*\*\*\*\*\*\*  **DÉLÉGATION RÉGIONALE DE …**  \*\*\*\*\*\*\*\*\*\*\*\*\*  DÉLÉGATION DÉPARTEMENTALE DE…  \*\*\*\*\*\*\*\*\*\*\*\*\*\*  LYCÉE DE……….. |

**ANNUAL REPORT SHEET**

School Year: ………/……..

Student’s photograph

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student : | | | Class : **Form 1** **SBEP** |
| Date and place of birth: | | Gender : | Class enrolment : |
| Unique Identification number: | Repeater : Yes No | | Number of subjects : |
| Parent’s/Guardian’s name and contact | | | Number passed : |
| Class master: |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Subject and Teacher’s Names** | **1st TERM** | **2nd TERM** | **3rd TERM** | **AV** | **COEF** | **AV x Coef** | **[Min –Max]** | **Remarks and Teacher’s signature** |
| FRANÇAIS INTENSIF (langue)  M |  |  |  |  |  |  |  |  |
| FRANÇAIS INTENSIF (littérature)  M |  |  |  |  |  |  |  |  |
| COMPUTER SCIENCES  M |  |  |  |  |  |  |  |  |
| CULTURES NATIONALES  M |  |  |  |  |  |  |  |  |
| ART AND CULTURE  M |  |  |  |  |  |  |  |  |
| LITERATURE IN ENGLISH  M |  |  |  |  |  |  |  |  |
| ENGLISH LANGUAGE  M |  |  |  |  |  |  |  |  |
| NATIONAL CULTURE AND LANGUAGES  M |  |  |  |  |  |  |  |  |
| EDUCATION A LA CITOYENNETE ET A LA MORALE (ECM) M |  |  |  |  |  |  |  |  |
| GEOGRAPHY  M |  |  |  |  |  |  |  |  |
| HISTORY  M |  |  |  |  |  |  |  |  |
| BIOLOGY  M |  |  |  |  |  |  |  |  |
| CHEMISTRY  M |  |  |  |  |  |  |  |  |
| HOME ECONOMICS  M |  |  |  |  |  |  |  |  |
| MATHEMATICS  M |  |  |  |  |  |  |  |  |
| PHYSICS  M |  |  |  |  |  |  |  |  |
| EDUCATION PHYSIQUE ET SPORTIVE (EPS)  M |  |  |  |  |  |  |  |  |
| MANUAL LABOUR  M |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |

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| **Discipline** | | | | **Student performance** | | | | **Class Profile** | |
| Unjustified Abs. (h) |  | Conduct Warning |  | TOTAL SCORE |  | **CLASS COUNCIL DECISION** | | Class Average. |  |
| Justified Abs (h) |  | Reprimand |  | COEF |  | Promoted |  | **[Min –Max]** |  |
| Late (nbr of times) |  | Suspension |  | ANNUAL AVERAGE |  | Repeat |  | Number passed |  |
| Punishment (h) |  | Grade |  | Dismissed for |  | Success rate (%) |  |
| Remarks on student performance | | | | Parent’s/Guardian’s signature | | Class master’s signature | | The PRINCIPAL | |

**LIST OF COMMENTS FOR TEACHERS**

***LISTE DES COMMENTAIRES POUR L’ENSEIGNANT***

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| **COMMENTS ON THE STUDENT'S ACADEMIC WORK** |
| Very good acquisition of knowledge |
| Very good development of skills |
| very well development of competences |

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| **RECOMMENDATIONS ON THE STUDENT'S ACADEMIC WORK** |
| Work on the appreciation of the basic notions of the competences |
| Improve on the technics of knowledge restitution |
| Improve on specific skills |
| Improve on Integration of resources |

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| **COMMENTS ON THE STUDENT'S CONDUCT** |
| Assiduous student |
| Punctual |
| Active student |
| Respectful |
| Obedient |
| Very polite |
| Alert and active |
| Calm and composed |
| Honest |
| Helps classmates understand lessons |
| hard-working and industrious |

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| **RECOMMENDATIONS ON THE STUDENT'S CONDUCT** |
| Participate more In class |
| Be more alert |
| Encouraged to do homework |
| Work on team spirit |
| Be more attentive |
| Volonteer more |
| Develop self esteem |
| Work on punctuality and assiduity |

NB: this list is not exhaustive and may be expanded.

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| **COMMENTAIRES RELATIFS AU TRAVAIL SCOLAIRE DE L’ÉLÈVE** |
| Très bonne appropriation des savoirs |
| Très bon développement des habiletés |
| Très bon développement des compétences |

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| **RECOMMANDATIONS RELATIVES AU TRAVAIL SCOLAIRE DE L’ÉLÈVE** |
| Améliorer l’appropriation des notions fondamentales de la compétence |
| Améliorer la technique de restitution des savoirs |
| Améliorer les habiletés spécifiques |
| Améliorer la capacité d’intégration des ressources |

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| **COMMENTAIRES RELATIFS AU COMPORTEMENT DE L’ÉLÈVE** |
| Élève assidu |
| Élève ponctuel |
| Participe activement aux activités de la classe |
| Respectueux |
| Obéissant |
| Très poli |
| Alerte et vif |
| Calme et posé |
| Honnête |
| Aide ses camarades à comprendre les leçons |
| Studieux et travailleur |

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| **RECOMMANDATIONS RELATIVES AU COMPORTEMENT DE L’ÉLÈVE** |
| Être plus participatif |
| Doit être plus éveillé |
| Faire d’avantage ses devoirs |
| Avoir le sens de la collaboration |
| Doit être concentré et attentif |
| Être volontaire |
| Faire preuve de plus de motivation |
| Développer l’estime de soi |
| améliorer sa ponctualité / assiduité |

**NB:** Cette liste n’est pas exhaustive et peut être étendue