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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 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 2** |
| 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** |
| FRENCH  M | Se servir du français pour échanger avec les membres de sa communauté sur la vie familiale, la vie scolaire et la localisation ou l’orientation dans l’espace compris entre la maison et l’école. |  |  | 4 |  |  |  |  |
| Se servir de ses connaissances en français pour tenir un échange basé sur les cadres de vie familiale, scolaire ou communautaire et les règles d’hygiène et salubrité à y observer |  |
| COMPUTER SCIENCES  M | Classify hardware and software components of a computer, create relationships between technology and application, and carry out basic maintenance |  |  | 2 |  |  |  |  |
| Use appropriate application software or internet services to accomplish tasks |  |
| ART AND CULTURE  M | Use primary colours to convey messages about preserve cultural heritage |  |  | 1 |  |  |  |  |
| Identify the G, C and F keys and make stave diagrams using keys and bars |  |
| Recite a poem, lullaby or litany |  |
| LITERATURE IN ENGLISH  M | Use literary skills and knowledge to recall, classify and perform traditional literary forms related to drama |  |  | 2 |  |  |  |  |
| Identify, classify and discuss basic elements of poetry |  |
| Identify, classify and discuss basic elements of prose |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to satisfy basic needs. |  |  | 4 |  |  |  |  |
| Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to describe and engage in community activities and concerns. |  |
| Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to gain access to and use public services. |  |
| NATIONAL CULTURE  M | Present cultural practices in relation to life styles in the domain of citizenship. |  |  | 1 |  |  |  |  |
| Present cultural practices in relation to life styles in the domain of media and communication. |  |
| NATIONAL LANGUAGES  M | Produce messages in national languages using the correct noun forms in different life situations |  |  | 1 |  |  |  |  |
| Produce messages in national languages using noun determiners appropriately in different life situations |  |
| CITIZENSHIP EDUCATION  M | Promotion of national integration : manifestations and hindrances |  |  | 2 |  |  |  |  |
| GEOGRAPHY  M | Control population growth |  |  | 2 |  |  |  |  |
| Protect the environment |  |
| HISTORY  M | Promote national integration |  |  | 2 |  |  |  |  |
|  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to agriculture |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem-situations relating to quality and quantity of plant yield |  |
| Use scientific reasoning and language to solve problem-situations relating to food transformation |  |
| Use scientific reasoning and language to solve problem-situations relating to food preparation |  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: subatomic particles, simple model of an atom, calculating mass number and atomic number, writing symbols of the first twenty elements, writing formulae of compounds, classifying the first twenty elements into groups and periods. |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Select a balance diet so as to prevent nutritional diseases. |  |  | 2 |  |  |  |  |
|  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to numbers, fractions, plane configurations and basic notions of organisation. |  |  | 4 |  |  |  |  |
|  |
| PHYSICS  M | Use scientific reasoning and language to solve problem – situations relating to data collection, predicting and concluding, and application of measurements in calculating speed and density. |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem situations relating to changes of state and effect of temperature, thermal and electrical insulation, action of heat and electricity on materials |  |
| SPORTS AND PHYSICAL EDUCATION  M | Run a sprint and an endurance-sprint race |  |  | 2 |  |  |  |  |
| Handle and throw shot put |  |
| Perform a high jump |  |
| MANUAL LABOUR  M | Use materials, tools and techniques to draw and paint a landscape and plants |  |  | 1 |  |  |  |  |
| Use agricultural tools to cultivate leafy and fruit vegetables |  |
| Use rearing equipment to grow layers for eggs |  |
| **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) |  | Dismissed |  | 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……….. |

**SECOND TERM PROGRESS RECORD**

School Year: ………/……..

Student’s photograph

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Student : | | | Class : **Form 2** |
| 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** |
| FRENCH  M | Utiliser les ressources nécessaires du français pour échanger sur le voyage et la fête nationale. |  |  | 4 |  |  |  |  |
| Se servir du français pour acheter ou vendre un bien ou un service. |  |
| COMPUTER SCIENCES  M | Represent data and apply conversion techniques to units. |  |  | 2 |  |  |  |  |
| Prescribe appropriate measures to protect data and user reputation, and evaluate the credibility of information. |  |
| ART AND CULTURE  M | Reproduce shapes representing various objects, to describe family, economic and environmental realities, read the notes and simple bars of music and sing songs for public performances, tell a story using gestures, mimes, facial expressions or grimaces |  |  | 1 |  |  |  |  |
|  |
| LITERATURE IN ENGLISH  M | Produce parts of a story or play through dramatisation, singing, mime and/or rewriting |  |  | 2 |  |  |  |  |
| Identify, classify and discuss basic elements of prose and poetry |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to present, criticize and share opinions on current global issues on the media. |  |  | 4 |  |  |  |  |
|  |
| NATIONAL CULTURE  M | Produce messages in national languages in relation to life styles concerning birth. |  |  | 1 |  |  |  |  |
| Produce messages in national languages in relation to life styles concerning marriage. |  |
| NATIONAL LANGUAGES  M | Produce messages in national languages using the correct form of verbs in different life situations |  |  | 1 |  |  |  |  |
| Produce messages in national languages using other verb phrase constituents appropriately in different life situations |  |
| CITIZENSHIP EDUCATION  M | Promotion of national integration : areas of promotion |  |  | 2 |  |  |  |  |
|  |
| GEOGRAPHY  M | Adopt healthy ecological behaviours |  |  | 2 |  |  |  |  |
|  |
| HISTORY  M | Promote the spirit of leadership |  |  | 2 |  |  |  |  |
|  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to malnutrition and food poisoning |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem-situations relating to hygiene, physical and social health |  |
| Use scientific reasoning and language to solve problem-situations relating to harmful health practices and their denunciation. |  |
| Use scientific reasoning and language to solve problem-situations relating to emerging diseases, STIs/HIV/AIDS. |  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: writing word equations, writing balanced chemical equations, carrying out combustion reactions and writing equations, experiments of rusting and prevention of rusting, simple distillation and paper chromatography |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Use and take proper care of kitchen equipment to prevent kitchen accidents. |  |  | 2 |  |  |  |  |
| Transform biodagradable kitchen waste into manure, some into decorative items and kitchen utensils (plastics and tins respectively). |  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to plane configurations, solids in space and basic notions of organisation |  |  | 4 |  |  |  |  |
|  |
| PHYSICS  M | Use scientific reasoning and language to solve problem – situations relating to energy needs of human beings and renewable energy sources, electric circuits, light and its propagation and energy associated with motion. |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem – situations relating to average blood pressure, muscle stress and uses of lenses to aid vision defects. |  |
| SPORTS AND PHYSICAL EDUCATION  M | Perform different gymnastic techniques on the floor (movement, flight, rotation and reversal). |  |  | 2 |  |  |  |  |
| Play team sports: football, basketball, handball and volleyball (scoring goals, keeping the ball, standing out, positioning) |  |
| MANUAL LABOUR  M | Maintain and conserve artistic objects |  |  | 1 |  |  |  |  |
| Prepare the soil, plant and maintain leafy and fruit vegetable garden |  |
| Install and maintain layers for eggs production |  |
| **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) |  | Dismissed |  | 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 2** |
| 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** |
| FRENCH  M | Utiliser convenablement un téléphone, un ordinateur, une télévision pour communiquer |  |  | 4 |  |  |  |  |
|  |
| COMPUTER SCIENCES  M | Break down a problem into simple solvable tasks and write algorithms. |  |  | 2 |  |  |  |  |
| Implement simple programs using a block programming environment. |  |
| ART AND CULTURE  M | Apply an appropriate attitude to graphic representations linked to observational and imaginative drawing of real and abstract life. |  |  | 1 |  |  |  |  |
| Apply an appropriate attitude when conveying messages through music and dance |  |
| Stage a poem, tale or story to convey messages |  |
| LITERATURE IN ENGLISH  M | Use literary knowledge and skills to recall and explain meanings of stories and poems |  |  | 2 |  |  |  |  |
| Use literary knowledge and skills to play various roles of characters in a play or novel |  |
| ENGLISH LANGUAGE  M | Use English language skills (listening, speaking, reading, writing) and resources (grammar and vocabulary) to explore cultural issues and practices. |  |  | 4 |  |  |  |  |
| NATIONAL CULTURE  M | Produce messages in national languages in relation to life styles concerning spouses’ rights and obligations. |  |  | 1 |  |  |  |  |
| Produce messages in national languages in relation to life styles concerning death |  |
| NATIONAL LANGUAGES  M | Produce messages in national languages using simple sentences in different life situations |  |  | 1 |  |  |  |  |
| Produce messages in national languages using complex sentences in different life situations |  |
| CITIZENSHIP EDUCATION  M | Search for correct information |  |  | 2 |  |  |  |  |
|  |
| GEOGRAPHY  M | Limit migration/ plan settlement |  |  | 2 |  |  |  |  |
|  |
| HISTORY  M | Protect and Re-enforce the African identity |  |  | 2 |  |  |  |  |
|  |
| BIOLOGY  M | Use scientific reasoning and language to solve problem-situations relating to global warming and ozone layer depletion |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem-situations relating to conservation of biodiversity |  |
| Use scientific reasoning and language to solve problem-situations relating to natural disasters/restoring the environment to its natural state |  |
| CHEMISTRY  M | Use scientific reasoning and appropriate terminology to solve problem-situations relating to: Types of heat sources, classifying substances as conductors and non-conductors, classifying substances as electrolytes and non-electrolytes.. |  |  | 2 |  |  |  |  |
|  |
| HOME ECONOMICS  M | Maximize nutrient retention in food to prevent wastage while improving flavour and colour. |  |  | 2 |  |  |  |  |
| Apply healthy eating habits in order to eradicate nutritional diseases |  |
| Produce embroidery items e.g. back race and apron. |  |
| MATHEMATICS  M | Use mathematical reasoning and language to solve problem situations relating to numbers, 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, and climate change. |  |  | 2 |  |  |  |  |
| Use scientific reasoning and language to solve problem – situations relating to maintenance, technical drawing and repairs. |  |
| SPORTS AND PHYSICAL EDUCATION  M | Play team sports: football, basketball, handball and volleyball (prevent scoring, recover the ball, hinder the opponent's progress, serve and receive the ball and block the ball). |  |  | 2 |  |  |  |  |
| MANUAL LABOUR  M | Use sales techniques to commercialize artistic objects |  |  | 1 |  |  |  |  |
| Use sales techniques to sell vegetables |  |
| Use sales techniques to commercialize layers and eggs. |  |
| **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) |  | Dismissed |  | 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 2** |
| 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** | **1st TERM** | **2nd TERM** | **3rd TERM** | **AV** | **COEF** | **AV x Coef** | **[Min – Max]** | **Remarks and Teacher’s signature** |
| FRENCH  M |  |  |  |  |  |  |  |  |
| COMPUTER SCIENCES  M |  |  |  |  |  |  |  |  |
| CULTURES NATIONALES  M |  |  |  |  |  |  |  |  |
| ART AND CULTURE  M |  |  |  |  |  |  |  |  |
| LITERATURE IN ENGLISH  M |  |  |  |  |  |  |  |  |
| ENGLISH LANGUAGE  M |  |  |  |  |  |  |  |  |
| NATIONAL CULTURE AND LANGUAGES  M |  |  |  |  |  |  |  |  |
| CITIZENSHIP EDUCATION  M |  |  |  |  |  |  |  |  |
| GEOGRAPHY  M |  |  |  |  |  |  |  |  |
| HISTORY  M |  |  |  |  |  |  |  |  |
| BIOLOGY  M |  |  |  |  |  |  |  |  |
| CHEMISTRY  M |  |  |  |  |  |  |  |  |
| HOME ECONOMICS  M |  |  |  |  |  |  |  |  |
| MATHEMATICS  M |  |  |  |  |  |  |  |  |
| PHYSICS  M |  |  |  |  |  |  |  |  |
| SPORT AND PHYSICAL EDUCATION  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 (hours) |  | Dismissed |  | 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