



## UWC Thailand International School Class of 2026 Mid Year Report 2024 2025

Prepared: December 12, 2024

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**Student Name:** Haneen BINSALEH

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**Grade:** Grade 11

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**Advisor:** Ronald SMITH

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Dear parents, guardians and students,

This cover letter accompanies your Grade 11, mid-year Progress Report for the time period of August through December. This is the second of three reports that you will receive during this academic year. The grades on the report are largely based on the summative assessment tasks performed in the first semester. It is recommended that the report is read and considered in the context of the discussions you or your child had recently with subject teachers during our Student Parent Teacher conferences.

There will be another conference in March to discuss progress and set appropriate academic targets for the remainder of the year.

The IB Diploma Programme (DP) assessment standards are consistent throughout the world. The assessments are criterion-based and are highly rigorous in nature. Teachers model their summative assessment tasks on those of the DP to be able to give as accurate an academic picture as possible. Students are also given a number of formative tasks to help to build skills and knowledge expected in the DP.

The core components of CAS and Theory of Knowledge are also covered in this report, whilst the third component, the Extended Essay, will be added in the next academic year.

If you have any questions about individual subjects in this report, please contact the specific teacher of that course. If you have general questions about the diploma programme, please contact Kru Katie. Any other questions should be addressed to Kru Jon.

Sincerely,

A handwritten signature in black ink that reads 'Jonathan Field'.

Jonathan Field  
Principal - Secondary

A handwritten signature in black ink that reads 'K. Feather'.

Katie Feather  
IBDP Coordinator

# Summary of Achievement

## Semester 1

Subject	Final Grade	Effort
Thai A Language and Literature HL Kanokwan (Pum) ONGBORIRUKKUL	5	Very Good
English B HL Chantal KRUGER	4	Very Good
Business Management SL Amanda MOLNAR	5	Very Good
Environmental Systems and Societies SL Jalal TARAIZI	6	Very Good
Global Politics HL Amanda MOLNAR	5	Very Good
Mathematics Applications and Interpretation SL Tahar BENATTIA	5	Very Good
Theory of Knowledge Michael KELSO	B	Very Good

Subject	Progress	Effort
Homeroom Ronald SMITH, Wambui KARENJU		Good
DP Core Group 2 Heidi OXLEY-WHITNELL	Progress: On Track	Good

## Advisor Comments

STRENGTHS: Haneen (Neen) has been actively engaged in the Thai events group who put up a spectacular performance during the Loy Krathong day. In addition, Neen has demonstrated resilience through her dedication to personal strength training at first with strength and conditioning and now swimming.

NEXT STEP: Neen should focus on developing stronger time management and punctuality skills to support her balance in the Diploma Programme.

Ronald SMITH  
Advisor

# Grade Descriptors

## Grade Descriptor

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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.

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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.

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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, use of examples, awareness of audience and evidence of intercultural understanding.

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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.

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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.

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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.

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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.

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N/A Not Yet Assessed.

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# CAS Progress

## Grade Descriptor

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| E | The student's CAS progress is excellent.  |
| O | The student's CAS progress is on-track.   |
| C | The student's CAS progress is concerning. |

## Effort

Grade	Descriptor
Exceptional	1. Consistently engages with all aspects of the work inside and outside of class. 2. Demonstrates an exceptional willingness to participate actively in classroom discussions, assignments, and projects. 3. Demonstrates consistent determination and hard work in completing assignments, frequently going above the expected requirements. 4. Embraces challenges, consistently works to overcome obstacles, and often supports others to do the same. 5. Works hard and consistently to overcome obstacles. 6. Demonstrates exceptional intellectual curiosity and takes action to pursue this. 7. Consistently seeks feedback and works extremely hard to reach their full academic potential.
Very Good	1. Actively engages with all aspects of the work inside and outside of class. 2. Demonstrates a strong willingness to participate actively in classroom discussions, assignments, and projects. 3. Displays consistent determination and hard work in completing assignments. 4. Embraces challenges and consistently works to overcome obstacles. 5. Shows significant intellectual curiosity and actively pursues this. 6. Seeks feedback and works very hard to reach their full academic potential.
Good	Good. Our minimum expectation for effort at UWC Thailand. 1. Engages with all aspects of the work inside and outside of class. 2. Demonstrates consistent willingness to participate actively in classroom discussions, assignments, and projects. 3. Displays determination and works hard to complete assignments. 4. Embraces challenges and usually works to overcome obstacles. 5. Shows intellectual curiosity and takes action to explore this. 6. Accepts feedback and works hard to reach their full academic potential.
Improvement Needed	1. Inconsistently engages with all aspects of the work inside and outside of class. 2. Demonstrates some willingness to participate actively in classroom discussions, assignments, and projects. 3. Shows determination at times but inconsistently in completing assignments. 4. Occasionally embraces challenges but struggles with consistent effort to overcome obstacles. 5. Displays limited intellectual curiosity and rarely takes action to pursue this. 6. Accepts feedback occasionally, but improvement is needed to reach their academic potential.
Cause for Concern	1. Rarely engages with all aspects of the work inside and outside of class. 2. Demonstrates little willingness to participate actively in classroom discussions, assignments, and projects. 3. Shows limited determination and minimal effort in completing assignments. 4. Avoids challenges and rarely works to overcome obstacles. 5. Lacks intellectual curiosity and seldom takes action to explore this. 6. Rarely accepts feedback, and significant improvement is required to reach their academic potential.