



Coursework Assessment Policy

IB DIPLOMA PROGRAMME

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Introduction

The Nature of Coursework

Coursework undertaken by IBDP candidates is subject to **external or internal assessment** (EA or IA). Internal assessment occurs when teachers mark the coursework of their candidates and submit the IA marks to IBIS. External assessment occurs when coursework is uploaded on IBIS and marked independently by external examiners. The Coursework enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests without the time limitations and other constraints that are associated with written examinations.

Marking of Coursework

Teachers assess candidates' work using the IB assessment criteria for that subject and level. Candidates must complete all work for internal assessment in the language for which they have been registered for that subject and level. In IA coursework after the teachers have finished marking and have sent the grades to IBO, student work is uploaded to IBIS (all IAs for a subject or a portion depending on the number of students undertaking the subject). Teacher's marking is moderated and the final grade is awarded for each student's IA coursework per subject. In EA coursework, students' works are uploaded on IBIS and are independently evaluated by IBO examiners which award the final grade per component.

Submission Dates

Candidates' coursework either EA or IA are submitted in accordance to the school calendar and deadlines. Failure to comply with the deadlines will result in students not receiving feedback on their draft. The outcome may be incomplete work submission or even no work submitted. **If a candidate submits no work this results in no grade being awarded for that subject and level.**

A timeline description of how IA and EA coursework is organized is provided per subject in the guide below.

Authenticity of Coursework

All work submitted to the IB for moderation or assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed malpractice. Each student verifies that all coursework submitted is his/her own work by signing the respective consent form supplied by the school. Authenticity is checked also by discussion with the student on the content of the work and scrutiny of one or more of the following:

- the first draft of the written work
- the references cited
- the style of writing compared with work known to be that of the student.
- Check by a plagiarism software (Turnitin).

The requirement for authenticity check applies to the work of all students, not just the sample work that will be submitted to an examiner for the purpose of moderation.

Group 1 Studies in Language and Literature

Modern Greek A SL/HL: Literature

Internal Assessment SL/HL: Individual Oral Details

The IA is an integral part of the course and is compulsory for both SL and HL students. It consists of an **Individual Oral**, based on the exploration the student has carried out in the learner portfolio. Using two extracts from two different works, one of which must be written originally in the language studied and the other of which must be a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.*

The Individual Oral contributes 30% to the final assessment in the SL course and 20% to the final assessment in the HL course.

IA SL/HL Criteria

The Individual Oral is assessed against the following four criteria. The final mark of the Individual Oral is the sum of the scores of the student for each criterion. The maximum possible final mark is 40.

Criterion	A Knowledge, understanding and interpretation	B Analysis and evaluation	C Focus and organization	D Language	Total
Maximum score	10	10	10	10	40

External Assessment HL: Higher Level Essay Details

Language A HL students have an additional task with respect to their assessment. They are required to write a 1,200 – 1,500 word formal **Essay (HLE)** which develops a particular line of inquiry of their own choice in connection with any work previously studied in class, with the exception of the works used for the IA and the works they plan to use in paper 2. The Essay offers students an opportunity to develop as independent, critical and creative writers by exploring a literary topic over an extended period of time. The Essay requires students to construct a focused, analytical argument examining the work from a broad literary perspective.

The Essay contributes 20% to the final assessment in the HL course.

EA HL Criteria

The Essay is assessed against the following four criteria. The final mark of the Essay is the sum of the scores of the student for each criterion. The maximum possible final mark is 20.

Criterion	A Knowledge, understanding and interpretation	B Analysis and evaluation	C Focus and organization	D Language	Total
Maximum score	5	5	5	5	20

IA SL/HL - EA HL Timeline (Modern Greek A)

DATE		ACTIVITY
September	DP1	Introduction to the Individual Oral Assessment Criteria
October	DP1	Assessment practices
November	DP1	Discussion of literary textual choices
Nov.-Dec.	DP1	Introduction to global issues for the IO
November–May	DP1	Discussion of literary texts
February	DP1	Introduction to the HL Essay requirements
April	DP1	Submission of the 1 st draft of HL Essay
July	DP1	Feedback on HL Essay
September	DP2	Submission of students' text choices for the IO
Sept.–Oct.	DP2	Feedback on student text choices for the IO
October	DP2	Final IO Assessment
November	DP2	Final draft of HL Essay

English A SL/HL: Language and literature

Internal Assessment SL/HL: Individual Oral Details

The IA is an integral part of the course and is compulsory for both SL and HL students. It consists of an **Individual Oral** based on the exploration the student has carried out in the learner portfolio. Supported by an extract from one non-literary text and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: *Examine the ways in which the global issue of your choice is presented through the content and form of two of the texts that you have studied.*

The Individual Oral contributes 30% to the final assessment in the SL course and 20% to the final assessment in the HL course.

IA SL/HL Criteria

The Individual Oral is assessed against the following four criteria. The final mark of the Individual Oral is the sum of the scores of the student for each criterion. The maximum possible final mark is 40.

Criterion	A Knowledge, understanding and interpretation	B Analysis and evaluation	C Focus and organization	D Language	Total
Maximum score	10	10	10	10	40

External Assessment HL: Higher Level Essay Details

Language A HL students have an additional task with respect to their assessment. They are required to write a 1,200 – 1,500 word formal **Essay** which develops a particular line of inquiry of their own choice in connection with a non-literary text, a collection of non-literary texts by one same author or a literary text or work studied during the course. The Essay offers students an opportunity to develop as independent, critical and creative writers by exploring a literary or language topic over an extended period of time. The Essay requires students to construct a focused, analytical argument examining the work from a broad literary or linguistic perspective.

The Essay contributes 20% to the final assessment in the HL course.

EA HL Criteria

The Essay is assessed against the following four criteria. The final mark of the Essay is the sum of the scores of the student for each criterion. The maximum possible final mark is 20.

Criterion	A Knowledge, understanding and interpretation	B Analysis and evaluation	C Focus and organization	D Language	Total
Maximum score	5	5	5	5	20

IA SL/HL - EA HLE Timeline (English A)

DATE		ACTIVITY
September	DP1	Introduction to the Internal Assessment Criteria
October	DP1	Assessment practices
November	DP1	Discussion of literary and non-literary textual choices
Nov.-Dec.	DP1	Introduction to global issues for the IA
November–May	DP1	Discussion of literary and non-literary texts
February	DP1	Introduction of HL Essay
April	DP1	Submission of the 1 st draft of HL Essay
July	DP1	Feedback on HL Essay
September	DP2	Submission for IA student text choices
Sept.–Oct.	DP2	Feedback on student text choices for the IA
October	DP2	Final IA Assessment
November	DP2	Final draft of HL Essay

Group 2 Language Acquisition

Language B: English B HL - German B SL/HL – French B SL/HL

IA SL/HL Details

In Language B, the IA takes the form of the **Individual Oral** assessment. The Individual Oral assessment assesses the candidate's interactive skills. It is designed to determine the candidate's ability to verbally interact in the target language with appropriate language, structures and register as well as the candidate's ability to present an organized response to a stimulus.

SL Students will choose one visual stimulus that they are shown from those that the teacher has prepared (drawn from the five themes of the course). For the purposes of the Individual Oral, a "visual stimulus" may be a photo, a poster, an illustration or an advertisement. It is imperative that the candidate does not see the visual stimuli prior to the individual oral assessment.

HL students will be presented with two extracts of up to approximately 300 words each (one from each of the two literary works studied during the course) and will choose one of these on which to base their presentation. Although the candidates will be aware that the extracts for the Individual Oral will be taken from the two literary works studied in the course, it is imperative that the candidates do not know in advance which extracts will be used.

At both SL and HL, the Individual Oral assessment comprises four stages:

- Supervised preparation time (15 minutes)
- Part 1: Presentation (3-4 minutes)
- Part 2: Discussion of the stimulus (4-5 minutes)
- Part 3: General discussion (5-6 minutes)

The Individual Oral contributes 25% to the final assessment in both SL and HL courses.

IA SL/HL Criteria

The Individual Oral is assessed against the following four criteria. The final mark of the Individual Oral is the sum of the scores of the student for each criterion. The maximum possible final mark is 30.

Criterion	A Language	B 1 Message- Visual Stimulus	B2 Message- Conversation	C Interactive skills – Communication	Total
Maximum score	12	6	6	6	30

IA English B HL Timeline

DATE		ACTIVITY
September	DP1	Introduction to the Internal Assessment Criteria
October	DP1	Introduction to the Themes
November	DP1	Introduction to the 1 st literary text
December	DP1	Internal Assessment Stages
January	DP1	Stage 1 Placing the extract
February	DP1	Stage 2 Follow-up Questions
March	DP1	Stage 3 General Discussion/ Mock IA Assessment
April	DP1	Introduction to the 2 nd literary text
May	DP1	Stage 1 Placing the extract
June	DP1	Stage 2 Follow-up Questions
September	DP2	Stage 3 General Discussion

October	DP2	Mock IA Assessment
Nov.-December	DP2	Feedback on the IA
January	DP2	Final IA Assessment

IA German B SL/HL Timeline

DATE		ACTIVITY
September	DP1	Introduction to the Internal Assessment Criteria
October	DP1	Introduction to the Themes & 1st literary text
December	DP1	Internal Assessment Stages
January	DP1	Stage 1 Placing the extract
February	DP1	Stage 2 Follow-up Questions
March	DP1	Stage 3 General Discussion
April	DP1	Mock IA Assessment
September	DP2	Introduction to the 2nd literary text
October	DP2	Stage 1 Placing the extract
November	DP2	Stage 2 Follow-up Questions
December	DP2	Stage 3 General Discussion & Mock IA Assessment
December-January	DP2	Feedback on the IA
February	DP2	Final IA Assessment

IA French B SL/HL Timeline

DATE		ACTIVITY
September	DP1	Introduction to the Internal Assessment Criteria
October	DP1	Introduction to the Themes & 1st literary text
December	DP1	Internal Assessment Stages
January	DP1	Stage 1 Placing the extract
February	DP1	Stage 2 Follow-up Questions
March	DP1	Stage 3 General Discussion
April	DP1	Mock IA Assessment
September	DP2	Introduction to the 2nd literary text
October	DP2	Stage 1 Placing the extract
November	DP2	Stage 2 Follow-up Questions
December	DP2	Stage 3 General Discussion & Mock IA Assessment
December-January	DP2	Feedback on the IA
February	DP2	Final IA Assessment

Language Ab Initio: Spanish ab Initio SL

IA SL Details

In Language ab initio, the IA takes the form of the **Individual Oral** assessment. The Individual Oral is based on the course themes: identities, experiences, human ingenuity, social organization, sharing the planet. The aim of this assessment is to measure the student's ability to understand and produce communication in the target language, and to use it for successful interaction.

The Individual Oral assessment comprises four stages:

- Supervised preparation time (15 minutes)
- Part 1: Presentation (1-2 minutes)
- Part 2: Follow-up discussion (3-4 minutes)
- Part 3: General discussion (3-4 minutes)

The Individual Oral contributes 25% to the final assessment in the course.

IA SL Criteria

The Individual Oral is assessed against the following four criteria. The final mark of the Individual Oral is the sum of the scores of the student for each criterion. The maximum possible final mark is 30.

Criterion	A Language	B 1 Message- Visual Stimulus	B2 Message- Conversation	C Interactive skills - Communication	Total
Maximum score	12	6	6	6	30

IA Spanish Ab Initio SL Timeline

DATE		ACTIVITY
September	DP1	Introduction to the Internal Assessment Criteria
October	DP1	Introduction to the Themes
November	DP1	Introduction to the External Assessment
December	DP1	Internal Assessment Stages
January	DP1	Stage 1 Placing the extract
February	DP1	Stage 2 Follow-up Questions
March	DP1	Stage 3 General Discussion
March	DP1	Mock IA Assessment
April	DP1	Still working on the External Assessment
May	DP1	Stage 1 Placing the extract
June	DP1	Stage 2 Follow-up Questions
September	DP2	Stage 3 General Discussion
October	DP2	Mock IA Assessment
Nov.-December	DP2	Feedback on the IA
January	DP2	Final IA Assessment

Group 3 Individuals and Societies

Business Management SL /HL

IA SL/HL Details

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. The internal assessment requirements at SL and at HL are different for the business management course. The SL IA is a **Written Commentary** and the HL IA is a **Research Project**.

The Written Commentary allows students to demonstrate the application of business management tools, techniques and theories to a business issue or problem. Students are required to select a real business issue or problem and produce a commentary that should not exceed 1,500 words. **The Written Commentary contributes 25 % to the final assessment in the SL course.**

The Research Project allows students to demonstrate the application of their skills and knowledge to business issues or decision-making. Students are required to design and undertake research that either addresses an issue facing a business organization or a range of organizations or analyses a decision to be made by a business organization or range of organizations and produce a written report that does not exceed 2,000 words. **The Research Project contributes 25 % to the final assessment in the HL course.**

IA SL Criteria

Each Written Commentary is assessed against the following seven criteria. The final mark of the Written Commentary is the sum of the scores of the student for each criterion. The maximum possible final mark is 25.

Criterion	Maximum Score
A Supporting Documents	4
B Choice and Application of tools, techniques & theories	5
C Choice and Analysis of data and integration of ideas	5
D Conclusions	3
E Evaluation	4
F Structure	2
G Presentation	2
TOTAL	25

IA HL Criteria

Each Research Project is assessed against the following nine criteria. The final mark of the Research Project is the sum of the scores of the student for each criterion. The maximum possible final mark is 25.

Criterion	Maximum Score
A Research Proposal	3
B Sources and Data	3
C Use of tools , techniques and theories	3
D Analysis and Evaluation	6
E Conclusions	2
F Recommendations	2
G Structure	2
H Presentation	2
I Reflective Thinking	2
TOTAL	25

IA SL/HL Timeline

DATE		ACTIVITY
January	DP1	Introduction to the research project/ Written Commentary Criteria and Stimuli
February	DP1	Familiarization with the Criteria Discussing assessed explorations
Febr.- May	DP1	Ideas for topics
June	DP1	Final choice of topic
September	DP2	Submission of first draft
October	DP2	Feedback on the first draft
January	DP2	Submission of final draft

Economics SL/HL

IA SL/HL Details

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. Students produce a **Portfolio of three Commentaries**, based on different sections of the syllabus and on articles from published extracts from the news media. The articles may be from a newspaper, a journal or the internet, but must not be from television or radio broadcasts. Students must also include the original article in their portfolio. The maximum number of words for each Commentary is 800. **The Portfolio contributes 30 % and 20% to the final assessment in SL and HL respectively.**

IA SL/HL Criteria

Each Commentary in the portfolio is assessed individually against the following five criteria (A-E). Criterion F is applied to the whole portfolio. The maximum possible final mark for the whole portfolio is 45 (14 marks ×3 commentaries + 3 marks).

Criterion	A Diagrams	B Terminology	C Application	D Key Concept	E Evaluation	F Rubric requirements
Maximum	3	2	3	3	3	3

IA SL/HL Timeline

DATE		ACTIVITY
November	DP1	Introduction to IA- Microeconomics / Criteria discussion and requirements/ Candidates research for topic and finding an article online
December	DP 1	Commentary written by candidates first draft / Feedback by teacher
January	DP 1	Final Commentary and submission of Micro IA
April	DP1	Introduction to IA- Macroeconomics / Candidates research for topic and finding an article online
May	DP 1	Commentary written by candidates first draft / Feedback by teacher
June	DP1	Final Commentary and submission of Macro IA
November	DP 2	Introduction to IA- International & Development Economics
December	DP 2	Candidates research for topic and finding an article online / Commentary written by candidates first draft / Feedback by teacher
January	DP 2	Final Commentary and submission of International Econ IA
February	DP 2	Economics IA Portfolio Completed

Psychology SL/HL

IA SL/HL Details

The Psychology IA is compulsory for both SL and HL students and it involves the investigation of a published study, theory or model relevant to their learning in psychology by conducting an **Experimental Study** and reporting the findings. Students are required to work as part of a group (2-4 students) to plan and conduct the investigation. The students will design and conduct the experiment together, but once the data have been generated the collaboration is complete and each student will write up a report independently of other group members. **The Experimental Study contributes 25% to the final assessment in the SL course and 20 % to the final assessment in the HL course.**

IA SL/HL Criteria

Each Experimental Study is assessed against the following four criteria. The final mark of the Study is the sum of the scores of the student for each criterion. The maximum possible final mark is 22.

Criterion	A Introduction	B Exploration	C Analysis	D Evaluation	Total
Maximum Score	6	4	6	6	22

IA SL/HL Timeline

DATE		ACTIVITY
Sept.-March	DP1	Development of skills needed to design, conduct, analyze and evaluate psychological research by systematically reviewing psychological articles and studies from the course
March-April	DP 1	Introduce the specific requirements of the IA , review mark schemes, practice sample marking
April	DP 1	Create groups and prepare potential topics collaboratively. Topics discussed in class and approved by teacher
May-June	DP1	Collaboratively design the study and work independently to write-up Introduction and Exploration
September	DP 2	Conduct experiment in school
Sept.- Oct.	DP 2	Practice analyzing results statistically. Write-up Analysis and Evaluation
November	DP 2	1 st complete draft due
December	DP 2	Feedback on 1 st draft
January	DP 2	Final IA submission

Global Politics SL

IA SL Details

Internal assessment is an integral part of the course and is compulsory for SL students. Students undertake an Engagement through which they explore a political issue of personal interest experientially. They then produce a written report, in which they explain what they learned about the political issue through the engagement, and analyze and evaluate the issue, supported by additional complementary research. The Engagement has a limit of 2,000 words.

The Engagement contributes 25% to the final assessment in the SL course.

IA SL Criteria

Each Engagement is assessed against the following four criteria. The final mark of the Investigation is the sum of the scores of the student for each criterion. The maximum possible final mark is 20.

Criterion	A Identification of issue and justification	B Explanation of the engagement	C Analysis of issue	D Synthesis and evaluation	Total
Maximum score	4	4	6	6	20

IA SL Timeline

DATE		ACTIVITY
March	DP1	Introduction to IA: Purpose & Structure of IA/ Strategies for choice of topic & formulation of question/ Assessment criteria / Styles & methods of citation & bibliography
April	DP1	Submission of IA proposal: question and list of sources/ Discuss proposal with student
October	DP2	Submit 1 st draft / Feedback on 1 st draft
Nov.- Jan.	DP2	Revision of 1 st draft
February	DP2	Submit Final copy of IA

Group 4 Sciences

Biology-Chemistry-Physics SL/HL

IA SL/HL Details

Biology, Chemistry and Physics (namely experimental Sciences) IA is compulsory for all SL/HL students and consists of one **Scientific Investigation** that is conceived, designed and executed by the student. The purpose of the Investigation is to enhance and cultivate a deeper understanding of experimental design and critical thinking in the field of sciences. **The Scientific Investigation contributes 20% to the final assessment in both SL and HL courses.**

IA SL/HL Criteria

Each Investigation is assessed against the following five criteria. The final mark of the Investigation is the sum of the scores of the student for each criterion. The maximum possible final mark is 24.

Criterion	A Personal Engagement	B Exploration	C Analysis	D Evaluation	E Communication	Total
Maximum Score	2	6	6	6	4	24

IA SL/HL Timeline

DATE		ACTIVITY
September	DP 1	Introduction to lab safety and procedures - launch of practicals Collection and marking of lab reports continues throughout DP1 and 1 st term of DP2
January	DP 1	Introduction to lab design
February	DP1	Introduction to IA
April	DP1	Criteria discussion and formal presentation requirements
May	DP1	Candidates research for topic and research question
June -July	DP1	Research question finalized and launch of practicals / IA experiment concluded
November	DP2	Candidates submit 1 st IA draft
December	DP2	Candidates receive feedback
February	DP2	Final IA is submitted

Computer Science SL/HL

IA SL/HL Details

Computer Science IA is an integral part of the course and is compulsory for both SL and HL students. Students are required to produce a **Solution** on providing either an original product or additional functionality to an existing product for a client. In identifying a problem, students can select any topic that interests them. Wherever possible, original data should be used or be collected by the student. Students will need to work closely with an adviser throughout the development of the solution. **The Solution contributes 30% to the final assessment in the SL course and 20 % to the final assessment in the HL course.**

IA SL/HL Criteria

Each Solution is assessed against the following five criteria. The final mark of the Solution is the sum of the scores of the student for each criterion. The maximum possible final mark is 34.

Criterion	A Planning	B Solution Overview	C Development	D Functionality and Extensibility of product	E Evaluation	Total
Maximum Score	6	6	12	4	6	34

IA SL/HL Timeline

DATE		ACTIVITY
September	DP1	Initial Presentation, Criteria, Examples/ Possible ideas and thoughts/ Students have to observe their environments and look for possible issues to be fixed.
December	DP1	2 nd criteria Presentation, more examples/ Discussion about ideas and possible products.
Dec.-March	DP1	Decide about the problem to be solved and the product to be developed/ Client needs to be identified/ 1st client interview to be done.
April	DP1	Criterion A to be completed/ Discussion about Criterion B
June	DP1	Criterion B to be completed / 2nd Client Interview to be completed/ Beginning of the product development.
July	DP1	Product fully developed/ Criterion C to be completed.
September	DP2	Video Creation (Criterion D)/ 3rd Client Interview to be completed/ Criterion E to be completed.
October	DP2	Final fixes, appendices to be completed/ Final feedback.
November	DP2	Final IA submission.

Group 5 Mathematics

Analysis & Approaches SL/HL – Applications & Interpretations SL

IA SL/HL details

Mathematics Analysis and Approaches and Mathematics Applications and Interpretation IA is compulsory for all SL/HL students and consists of an **Individual Exploration**. This is a piece of written work that involves investigating an area of mathematics. The Exploration provides students with opportunities to increase their understanding of mathematical concepts and processes and to develop a wider appreciation of mathematics. Students can choose from a wide variety of activities as for example, modeling, investigations and applications of mathematics. The Exploration should be approximately 12-20 pages long with double line spacing, including diagrams and graphs, but excluding the bibliography. **The Exploration contributes 20% to the final assessment both in the SL and HL course.**

IA SL/HL Criteria

Each Exploration is assessed against the following five criteria. The final mark of the exploration is the sum of the scores of the student for each criterion. The maximum possible final mark is 20.

Criterion	A Presentation	B Mathematical Communication	C Personal Engagement	D Reflection	E Use of Mathematics	Total
Maximum score	4	4	3	3	6	20

IA SL/HL Timeline

DATE		ACTIVITY
January	DP1	Introduction to the Exploration - Criteria and Stimuli
February	DP1	Familiarization with the Criteria - Discussing assessed explorations
Febr.- May	DP1	Ideas for topics
June	DP1	Final choice of topic
September	DP2	Submission of first draft
October	DP2	Feedback on the first draft
January	DP2	Submission of final draft
February	DP2	Discussion of the strengths and weaknesses of students' explorations

Group 6 The Arts

Visual Arts SL/HL Internal Assessment

IA SL/HL Details

IA is an integral part of the visual arts course and is compulsory for both SL and HL students. The purpose of the IA is to enhance and cultivate a deeper understanding of experimental design and critical thinking in the field of sciences. Students submit for assessment a selection of resolved artworks (4-7 for SL and 8-11 for HL students) from their **Exhibition**, together with a curatorial rationale that does not exceed 400 words for SL and 700 words for HL students, exhibition text and exhibition photographs. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. **The IA contributes 40% to the final assessment in the SL and HL course.**

IA SL/HL Criteria

The IA is assessed against the following four criteria. The final mark of the IA is the sum of the scores of the student for each criterion. The maximum possible final mark is 30.

Criterion	A Coherent body of works	B Technical competence	C Conceptual qualities	D Curatorial practice	Total
Maximum score	9	9	9	3	30

Visual Arts SL/HL External Assessment

EA SL/HL Comparative Study details

Students at both SL and HL must examine and compare at least three artworks, objects or artifacts, at least two of which should be by different artists. Students use research and inquiry skills to investigate and interpret the selected pieces, applying aspects of critical theory and methodologies to the works examined and presenting their findings as a personal and critically reflective analysis, using both visual and written forms of notation.

The Comparative Study contributes 20% to the final assessment both in SL and HL course

EA SL/HL Comparative Study Criteria

Each Comparative Study is assessed against the following five criteria (A-E) for SL students and 6 criteria (A-F) for HL students. The final mark of the Comparative Study is the sum of the scores of the student for each criterion. The maximum possible final mark is 30 for SL and 42 for HL students.

Criterion	A Identification & analysis of formal qualities	B Analysis & understanding of function and purpose	C Analysis & Evaluation of cultural significance	D Making comparisons & connections
Maximum score	6	6	6	6

Criterion	E Presentation & subject – specific language	F Making connections to own art-making practice (HL only)	Total
Maximum score	6	12	30(SL) / 42 (HL)

EA SL/HL Process Portfolio Details

Students at SL and HL submit carefully selected materials which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. The work, which may be extracted from their visual arts journal and other sketch books, notebooks, folios and so on, should have led to the

creation of both resolved and unresolved works. The selected process portfolio work should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. **The Process Portfolio contributes 40% to the final assessment both in SL and HL course .**

EA SL/HL Process Portfolio Criteria

Each Process Portfolio is assessed against the following five criteria for both SL and HL students. The final mark of the Process Portfolio is the sum of the scores of the student for each criterion. The maximum possible final mark is 34.

Criterion	A Skills, techniques & processes	B Critical investigation	C Communication of ideas & intentions	D Reviewing, refining & reflecting	E Presentation and subject-specific language	Total
Maximum score	12	6	6	6	4	34

IA AND EA SL/HL Timeline

DATE		ACTIVITY
September	DP1	Introduction to main course structure / components / marking Introduction to Journal
October	DP1	Introduction to Process Portfolio / structure / Criteria / Marking
November	DP1	Introduction to Internal Assessment / Exhibition Component
March	DP1	Review Exhibition Component / IA
May	DP1	Introduction to Comparative Study Component.
September	DP2	Product fully developed/ Criterion C to be completed.
September	DP2	Review of Internal Assessment Component.
January	DP2	Review Internal Assessment / Comparative Study / Process Portfolio

Theatre SL/HL Internal Assessment

IA SL/HL Collaborative Project Details

Students at HL and SL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) to a specified target audience from a starting point selected by the ensemble. They submit a process portfolio (15 pages maximum) which documents their own individual approaches and skills, the exploration of the starting point selected by the ensemble, the nature of the collaboration and the student's individual contribution to the creation and presentation of the piece of theatre. The student submits a video recording (4 minutes maximum) in support of the process portfolio. **The Collaborative Project contributes 35% to the final assessment in the SL course and 25% to the final assessment in the HL course.**

IA SL/HL Collaborative Project Criteria

Each Collaborative Project is assessed against the following four criteria for both SL and HL students. The final mark of the Collaborative Project is the sum of the scores of the student for each criterion. The maximum possible final mark is 32.

Criterion	A Theatre in context: The personal context & research into a professional company	B Theatre in context: The formation of the group and exploration of the starting point	C Theatre processes	D Presenting theatre	Total
Maximum	8	8	8	8	32

Theatre SL/HL External Assessment

EA HI Solo Theatre Piece Details

Students at HL research a theatre theorist they have not previously studied, identify an aspect (or aspects) of their theory, develop and present a solo theatre piece (4–8 minutes) based on an aspect(s) of this theory. This task requires students to create a fully produced piece of theatre based on theatre theory. Students submit a report (maximum 3,000 words) which includes their research into and understandings of the theorist, the theory and the context of the theorist's work. It also records their practical explorations of the selected aspect(s) of theory, the development of the solo theatre piece and evaluation of the theatre piece and its implications on their learning in theatre. **The Solo Theatre Piece contributes 35% to the final assessment in the HL course.**

EA HL Solo Theatre Piece Criteria

Each Solo Theatre Piece is assessed against the following four criteria for HL students. The final mark of the Solo Theatre Piece is the sum of the scores of the student for each criterion. The maximum possible final mark is 32.

Criterion	A Theatre in context: The context of the theorist	B Theatre processes: Development of the Solo theatre piece	C Presenting theatre: Theatre theory in practice	D Presenting theatre: Evaluation and reflections	Total
Maximum	8	8	8	8	32

EA SL/HL Director's Notebook Details

Students at HL and SL independently choose a published play text, read the text and develop their personal ideas regarding how the entire play could be staged for an audience. This process is recorded and presented in the form of a director's notebook (20 pages maximum) which is made up of visuals and words. **The Director's Notebook contributes 35% to the final assessment in the SL course and 20% in the final assessment in the HL course.**

EA SL/HL Director's Notebook Criteria

Each Director's Notebook is assessed against the following four criteria for both SL and HL students. The final mark of Director's Notebook is the sum of the scores of the student for each criterion. The maximum possible final mark is 32.

Criterion	A Theatre in context: The play text	B Theatre processes: Artistic responses and live theatre experiences	C Presenting theatre: The director's intentions	D Presenting theatre: The staging of two moments	Total
Maximum	8	8	8	8	32

EA SL/HL Research Presentation

Students at HL and SL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline their research and exploration of a theatre tradition they have not previously studied (selected from the prescribed list below). Students submit a continuous, unedited video recording of the live presentation and a list of sources, as well as any additional resources they have used in their presentation that is not clearly seen or understood within the video. **The Research Presentation contributes 30% to the final assessment in the SL course and 20 % to the final assessment in the HL course.**

EA SL/HL Research Presentation Criteria

Each Research Presentation is assessed against the following four criteria for both SL and HL students. The final mark of the Research Presentation is the sum of the scores of the student for each criterion. The maximum possible final mark is 32.

Criterion	A Theatre in context: The tradition	B Theatre processes: Practical research and approaches to application	C Presenting theatre: The presentation of the moment of theatre	D Theatre in context: The learner	Total
Maximum	8	8	8	8	32

IA & EA SL/HL Timeline

DATE		ACTIVITY
September	DP1	Introduction to course structure, components and marking
October	DP1	Introduction to Theatre Journal and Core areas (presenting theatre, theatre in context, theatre processes)
November	DP1	Introduction to Theatre Theorists, Practitioners and Traditions
December	DP1	Introduction to Internal Assessments (outline, criteria, marking)
April	DP1	Filming of Research Presentation
June	DP1	Filming of Collaborative Project
September	DP2	Final Draft Collaborative Project Portfolio
October	DP2	Final Draft of Director's Notebook
December	DP2	Final Draft Solo Theatre Piece Report
February	DP2	Submission of all assessments

Music SL/HL Internal Assessment

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. The internal assessment requirements at SL and at HL are different. SL and HL students complete the component “Experimenting with music”, but only HL students complete the component “The contemporary music maker”.

IA SL/HL Experimenting with music Details

In this assessment component, students prepare a written experimentation report (maximum 1500 words) explaining the processes for a series of musical experiments in creating and in performing based on selected stimuli. They also submit an audio evidence (maximum 10 minutes), containing three related excerpts of experiments in creating and three related excerpts of experiments in performing. Submissions will feature experiments with unfamiliar musical material from local and global contexts. The focus of this assessment task is not on preparing completed and polished works. Instead, the chosen excerpts are a demonstration of the experimentation process.

“Experimenting with music” contributes 30% to the final assessment in the SL course and 20% to the final assessment in the HL course.

IA SL/HL Experimenting with music Criteria

Experimenting with music is assessed against the following four criteria for both SL and HL students. The final mark of the Experimenting with music is the sum of the scores of the student for each criterion. The maximum possible final mark is 28.

Criterion	A: Rationale and commentary for musical experiments in creating	B: Practical musical experiments in creating	C: Rationale and commentary for musical experiments in performing	D: Practical musical experiments in performing	Total
Maximum Score	6	8	6	8	28

IA HL The contemporary music maker Details

In this assessment component, HL students prepare a multimedia presentation evidencing the effective planning and development of a real-life music project. Students submit a continuously narrated multimedia presentation of maximum 15 minutes, containing evidence of a project plan, the process of executing the plan, the final project, evaluation of the project’s success, appropriate referencing and a list of sources.

The contemporary music maker contributes 30% to the final assessment in the HL cour

IA HL The contemporary music maker Criteria

The contemporary music maker is assessed against the following four criteria for HL students. The final mark of the Contemporary music maker component is the sum of the scores of the student for each criterion. The maximum possible final mark is 32.

Criterion	A: Selection of evidence	B: Discussion of the process	C: Technical and musical proficiency in the identified role	D: Organization and presentation	Total
Maximum score	8	12	8	4	32

Music SL/HL External Assessment

EA SL/HL Exploring music in context Details

In this assessment task, students demonstrate a broad exploration of diverse musical material in authentic ways. Diversity and breadth are achieved by a choice of contrasting materials from personal, local and global contexts in at least two areas of inquiry and through the roles of researcher, creator and performer. Submissions will include a balanced selection of materials and exercises in both written and audio form. Students submit a written report (maximum of 2,400 words) that contains research and explanation of practical implications and an audio evidence (maximum 4 minutes) of practical exercises.

“Exploring music in context” contributes 30% to the final assessment in the SL course and 20% to the final assessment in the HL course.

EA SL/HL Exploring music in context Criteria

The Exploring music in context component is assessed against the following five criteria for both SL and HL students. The final mark of the Exploring music in context task is the sum of the scores of the student for each criterion. The maximum possible final mark is 24.

Criterion	A: Selection of evidence	B1: Conducting musical research	B2: Implications	C1: Understanding creating conventions	C2: Understanding performing practices	Total
Maximum score	6	9	3	3	3	24

EA SL/HL Presenting music Details

In this assessment component, students present music to communicate the artistic intentions of completed works from the four areas of inquiry. The assessment submission is a culmination of the students’ best achievements as researchers, creators and performers during the course and will demonstrate that the student is an holistic and well-rounded musician at the end of their studies. Submissions will include a written document (maximum 600 words) containing programme notes, track list, scores, bibliography and an audio file containing a composition/improvisation (maximum 6 minutes) and a solo and/or ensemble performance (maximum 12 minutes).

“Presenting music” contributes 40% to the final assessment in the SL course and 30% to the final assessment in the HL course.

EA SL/HL Presenting music Criteria

The Presenting music is assessed against the following four criteria for HL students. The final mark of the Presenting music component is the sum of the scores of the student for each criterion. The maximum possible final mark is 38.

Criterion	A: Programme notes	B: Musicality and technical proficiency of created works	C: Musicality and technical proficiency of performed works	D: Musical communication	Total
Maximum score	6	12	12	8	38

DATE		ACTIVITY
September	DP1	Introduction to course structure, components, AOI, contexts, marking and introduction to Music Journal.
October	DP1	Introduction to Music Theory, musical analysis of diverse music material and experimentation.
November	DP1	Introduction to Internal Assessments (outline, criteria, marking)
December	DP1	CMM(project plan), EWM (research and creation exercises).
February	DP1	Introduction to External Assessments (outline, criteria, marking)
March	DP1	EMC (research, creation, performing tasks)
April	DP1	PM (research, creation, performing tasks)
September	DP2	Final Draft of CMM and EWM portfolio excerpts
December	DP2	Final Draft EMC and PM portfolio excerpts
February	DP2	Submission of all assessments

Extended Essay

EE Details

Extended essay is a core component of the Diploma Programme consisting of an in depth study of a topic chosen from the available DP subjects and is compulsory for all students taking the Diploma Programme. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. This leads to a major piece of formally presented, structured writing, of no more than 4,000 words. It is also mandatory that all students undertake three reflection sessions with their supervisor, which include a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

The EE is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.

EE Criteria

Each EE is assessed against the following five criteria. The final mark of the EE is the sum of the scores of the student for each criterion. The maximum possible final mark is 34.

Criterion	A Focus and Method	B Knowledge and Understanding	C Critical Thinking	D Presentation	E Engagement	Total
Maximum score	6	6	12	4	6	34

EE Timeline

DATE		ACTIVITY
February-March	DP1	General briefing session / Subject specific briefing
April	DP1	Students subject selection
May	DP1	Topic/research question start being investigated
June	DP1	1 st reflection session
October	DP2	2 nd reflection session.
December	DP2	EE 1 st draft handed in
January	DP2	EE final draft submitted
February	DP2	3 rd reflection/viva voce

Theory of Knowledge (ToK)

Theory of Knowledge is a core component of the Diploma Programme and provides an opportunity for students to reflect on the nature of knowledge. Students think about how knowledge is acquired in the various disciplines. The fundamental question in ToK is '*how do we know that?*' The answer might depend on the discipline and the purpose to which knowledge is put. The assessment in ToK has two components, an **Exhibition**, (IA) and an **Essay**, (EA).

The **Exhibition** (accounts for 1/3 of ToK grade) is done individually and is based on one of the 35 prompts given by the IBO. The exhibition consists of three objects, and all three need to be linked to the same prompt. Students showcase their exhibition to an audience and must provide a report of 950 words explaining what it is about, what the relationship of the objects with the prompt is, etc. It is recommended that students base their exhibition on one of the optional themes - or the core theme.

The **Essay** (accounts for 2/3 of ToK grade) must be on any one of the six prescribed titles issued by the IBO. The word limit for the essay is 1,600 words.

The ToK grade in combination with the grade for the EE, contributes up to three points to the total score for the IB Diploma.

ToK Timeline

DATE		ACTIVITY
April	DP1	Introduction to the requirements and assessment criteria of the ToK Exhibition and Essay
June	DP1	Summer homework: Mock Essay / Report draft for Exhibition
September	DP1	Submission of Mock Essay / Report draft for Exhibition - Feedback Meetings for Essay (IBO Essay Titles) and Exhibition-Outline for Essay
October	DP2	Submission of 2 nd draft of ToK Exhibition - feedback Submission of 1 st draft of ToK Essay
November	DP2	Meetings for Essay and Exhibition Progress
December	DP2	Submission of final draft of ToK Essay and ToK Exhibition report
January	DP2	ToK Exhibition

Creativity Activity Service (CAS)

Introduction

CAS is one of the three core elements of the Diploma Programme. Creativity involves experiences that adhere to creative thinking (i.e. Xmas Fair, Chess Lessons, Theatrical Group). Activity is correlated to physical exertion contributing to a healthy lifestyle (i.e. trekking, marathon, sailing), while Service involves non profitable and voluntary work (i.e. NGOs, hospitals, social institutes). CAS is a program that covers both years of the Diploma Programme and should spread evenly over a period of 18 months.

Details

Over the course of the DP candidates must get involved with every CAS strand and should include at least 3-4 different activities per strand of about equal duration. For each activity students keep a record of reflections on ManageBac which must be completed and approved by the CAS coordinator for the candidate to be deemed eligible for the award of the Diploma. Candidates are also expected to meet with the CAS Coordinator and have three formal documented interviews (at the beginning of the program, at the end of the first year at the end of the program).

Assessment

Your CAS Record will receive an indicative mark every term but your final “mark” will be of an either “pass” or “fail” status. Unsuccessful compliance with all the above will result in an overall “fail” status and, consequently, in failing your Diploma.