

## DP Assessment Procedures (Class of 2022)

This document describes how achievement grades are determined in each DP subject.

### Methods of Assessment

Many assessment tasks in the DP use assessment rubrics, just as in the MYP. These rubrics contain descriptors used to assess a student's performance in a task. The descriptors are hierarchical and are associated with a numerical mark. Examinations in the DP generally use standardised markschemes to arrive at a numerical mark.

### Achievement Grade Scale

Achievement grades in all subjects in Groups 1-6 are on a 1-7 scale. General descriptors for this scale, published by the IB, are given below.

Grade	Descriptor
1	<b>Minimal</b> achievement in terms of the objectives.
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

In the core areas of Theory of Knowledge (ToK) and the Extended Essay (EE), an A-E scale is used. Descriptors for this scale are given below.

Grade	Descriptor
A	Work of an <b>excellent</b> standard
B	Work of a <b>good</b> standard
C	Work of a <b>satisfactory</b> standard
D	Work of a <b>mediocre</b> standard
E	Work of an <b>elementary</b> standard

## **Reporting Periods (Semesters)**

There are two reporting periods (semesters) in the year. Each semester is independent - the achievement grades at the end of that semester are based on assessment tasks during that semester only. Grades do not “carry over” into the next semester. The semester system is used because many universities, particularly those in North America, require transcripts from Years 10-13, with two achievement grades from each Year. Interim achievement grades will be reported halfway through each semester, based on assessment tasks done up to that point.

## **Assessment Components**

Each DP subject has a variety of assessment components. Each component is marked using a rubric or markscheme and assigned a numerical mark. Grade boundaries are then applied to arrive at an overall grade on the 1-7 scale for that component (A-E for ToK and EE).

## **Overall Achievement Grades**

To arrive at an overall achievement grade for a subject, the numerical marks for each component that has been assessed are combined together using appropriate weightings to give a total value. Overall grade boundaries are applied to give an overall achievement grade on the 1-7 scale (A-E for ToK and EE). Not all components are assessed in all subjects in all semesters of the course.

## **Grade Boundaries**

Grade boundaries for all subjects are published annually by the IB in subject reports. In some subjects, the grade boundaries remain consistent over time, while in other subjects the grade boundaries change year on year. Discovery College uses representative grade boundaries to give an accurate judgement of student achievement during a semester. These grade boundaries may change from year to year.

## **Trial Exam Grades**

Students sit trial exams in Semester 2 of Year 13. These are to give students real experience of sitting a large number of exams in a short space of time. The trial exam grades will be reported to parents in a separate report. The trial exam grades will contribute to achievement grades in Semester 2 of Year 13, but are not the only or even necessarily the main contribution.

## **Predicted Grades**

Teachers will be asked for predicted grades for each subject, to support Higher Education applications and to send to the IB just before students sit final exams. Predicted grades are the professional judgement of the teacher, at that moment in time, of how the student will perform in the final formal assessment. While they are informed by achievement grades in reports and by trial exam grades, they may or may not be the same as achievement grades in reports or trial exam grades. Predicted grades are not formally reported to parents, although they will be shared verbally with students as appropriate. The integrity of the process requires that students and parents are not allowed to influence teachers to give higher predicted grades.

## **Report Card Grades and final IB Grades**

Report card grades sometimes involve the marking of assessment pieces that will later be externally marked or moderated by the IB. Teachers use their best judgement in order to give feedback to students. It is possible, however, that grades awarded by teachers for school reports may be different to final IB grades.

## Core

### Theory of Knowledge (ToK)

#### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Essay	E	A	67%
<b>B</b>	Exhibition	E	A	33%

#### Description of Components

##### Essay

Students write an essay of 1,200-1,600 words on a prescribed title. They need to identify and analyse a relevant knowledge question, connect the knowledge question to their own experience, present arguments in a coherent way with appropriate justification, and reference sources appropriately. One practice essay is written in year 12, and the formal externally marked essay is done in year 13. The essay is marked, using the published assessment rubrics, out of 10 and the grade boundaries below are applied to give a grade from A-E.

Essay / 10	E	D	C	B	A
	0 - 1	2 - 3	4 - 5	6 - 7	8 - 10

##### Exhibition

Students give an individual 'exhibition'. For this component students are required to create an exhibition that explores how ToK manifests in the world around us. An 'exhibition' is assessed in either Semester 2 of Year 12 or Semester 1 of Year 13. The 'exhibition' is marked, using the published rubrics, out of 10 and the grade boundaries below are applied to give a grade from A-E. These boundaries are currently tentative, as this will be the first cohort to be assessed on this task.

Presentation / 10	E	D	C	B	A
	0 - 1	2 - 3	4 - 5	6 - 7	8 - 10

#### Method of Determining Overall Achievement Grade

The mark for the essay is doubled and added to the mark for the 'exhibition' to give a total out of 30. The grade boundaries below are applied to give an overall grade from A-E.

Overall / 30	E	D	C	B	A
	0 - 4	5 - 9	10 - 15	16 - 21	22 - 30

#### Extended Essay (EE)

Students write an essay of 4,000 words on a topic of individual interest. Through writing this essay, submitted in Semester 1 of Year 13, students develop the skills of independent research and academic writing that will prepare them very well for study at university level. The essay is marked out of 36 and the grade boundaries are applied to give a grade from A-E.

EE / 36	E	D	C	B	A
	0 - 7	8 - 15	16 - 22	23 - 28	29 - 36

## **Creativity, Action and Service (CAS)**

Students become involved in artistic pursuits, physical activity such as sport, and community service projects. This type of experiential learning fosters awareness and appreciation of life outside the academic arena. Students carry out and reflect on challenging activities that have real consequences, thus promoting personal responsibility. In each reporting period, students receive a CAS grade, which is either “meeting expectations” or “not meeting expectations”.

## Group 1 – Studies in Language and Literature

### Language and Literature (Standard) – English

#### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Textual Analysis	1	7	35%
<b>B</b>	Paper Two: Comparative Essay	1	7	35%
<b>C</b>	Individual Oral	1	7	30%
<b>D</b>	Learner Portfolio	Meeting expectations / Not meeting expectations		N/A

#### Description of Components

##### Paper One: Guided Textual Analysis

Under examination conditions, students construct an analysis of two unseen non-literary text in an essay format. Students must demonstrate their ability to offer critical discussion on the significance of context, audience, purpose and the use of linguistic devices, and how these shape both the creation of the text and its meaning. One guiding question is provided, encouraging students to focus their response on a technical or formal aspect of the passage. The Textual Analysis is marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 20	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 6	7 - 9	10 - 13	14 - 16	17 - 20

##### Paper Two: Comparative Essay

Based on the works studied in the course, students write a comparative literary essay under examination conditions in response to a choice of four questions. Students are assessed on their knowledge and understanding of the texts, their critical treatment of the use and effects of stylistic features as well as their ability to effectively respond to the question. Their essays are also marked for organisation and development of ideas as well as language choices. The Comparative Essay is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

##### Individual Oral

Students are required to engage in a critical examination of an extract drawn from one work and one non-literary text which have been studied during the course. The Individual Oral involves students exploring the relationship between a global issue of their choice and the content and form of the selected texts. The Individual Oral is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Individual Oral / 40	1	2	3	4	5	6	7
	0 - 9	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34	35 - 40

### Learner Portfolio

In each reporting period, students will receive a grade, based on the work contained in their learner portfolio, of either “Meeting expectations” or “Not meeting expectations”.

### **Method of Determining Overall Achievement Grade**

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 11	12 - 25	26 - 39	40 - 53	54 - 66	67 - 80	81 - 100

## Language and Literature (Higher) – English

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Textual Analysis	1	7	35%
<b>B</b>	Paper Two: Comparative Essay	1	7	25%
<b>C</b>	Individual Oral	1	7	20%
<b>D</b>	Higher Level Essay	1	7	20%
<b>E</b>	Learner Portfolio	Meeting expectations / Not meeting expectations		N/A

### Description of Components

#### Paper One: Guided Textual Analysis

Paper 1 contains two previously unseen non-literary passages and students are instructed to write a separate guided analysis of each of these passages. Students must demonstrate their ability to offer critical discussion on the significance of context, audience, purpose and the use of linguistic devices, and how these shape both the creation of the text and its meaning. One guiding question is provided for each passage, encouraging students to focus their response on a technical or formal aspect of the passage. The Guided Textual Analysis is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 40	1	2	3	4	5	6	7
	0 - 9	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34	35 - 40

#### Paper Two: Comparative Essay

Based on the works studied in the course, students write a literary essay under examination conditions in response to a question. Students are assessed on their knowledge and understanding of the texts, their critical treatment of the use and effects of stylistic features as well as their ability to effectively respond to the question. Their essays are also assessed on organisation and development of ideas as well as language choices. The Comparative Essay is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 13	14 - 17	18 - 20	21 - 24	25 - 30

#### Individual Oral

Students are required to engage in a critical examination of an extract drawn from one work and one non-literary text which have been studied during the course. The Individual Oral involves students exploring the relationship between a global issue of their choice and the content and form of the selected texts. The Individual Oral is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Individual Oral / 40	1	2	3	4	5	6	7
	0 - 9	10 - 14	15 - 19	20 - 24	25 - 29	30 - 34	35 - 40

### Higher Level Essay

Students 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 or literary text studied during the course. The Higher Level Essay is marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Higher Level Essay / 20	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 6	7 - 9	10 - 13	14 - 16	17 - 20

### Learner Portfolio

In each reporting period, students will receive a grade, based on the work contained in their learner portfolio, of either “Meeting expectations” or “Not meeting expectations”.

### Method of Determining Overall Achievement Grade

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 11	12 - 25	26 - 39	40 - 53	54 - 66	67 - 80	81 - 100



## Language and Literature (Standard) – Chinese

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Textual Analysis	1	7	35%
<b>B</b>	Paper Two: Comparative Essay	1	7	35%
<b>C</b>	Individual Oral	1	7	30%
<b>D</b>	Learner Portfolio	Meeting expectations / Not meeting expectations		N/A

### Description of Components

#### Paper One: Guided Textual Analysis

Under examination conditions, students construct an analysis of two unseen non-literary text in an essay format. Students must demonstrate their ability to offer critical discussion on the significance of context, audience, purpose and the use of linguistic devices, and how these shape both the creation of the text and its meaning. One guiding question is provided, encouraging students to focus their response on a technical or formal aspect of the passage. The Textual Analysis is marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 20	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 11	12 - 13	14 - 16	17 - 18	19 - 20

#### Paper Two: Comparative Essay

Based on the works studied in the course, students write a comparative literary essay under examination conditions in response to a choice of four questions. Students are assessed on their knowledge and understanding of the texts, their critical treatment of the use and effects of stylistic features as well as their ability to effectively respond to the question. Their essays are also marked for organisation and development of ideas as well as language choices. The Comparative Essay is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 5	6 - 11	12 - 15	16 - 19	20 - 23	24 - 28	29 - 30

#### Individual Oral

Students are required to engage in a critical examination of an extract drawn from one work and one non-literary text which have been studied during the course. The Individual Oral involves students exploring the relationship between a global issue of their choice and the content and form of the selected texts. The Individual Oral is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Individual Oral / 40	1	2	3	4	5	6	7
	0 - 6	7 - 12	13 - 18	19 - 23	24 - 27	28 - 33	34 - 40

#### Learner Portfolio

In each reporting period, students will receive a grade, based on the work contained in their learner portfolio, of either “Meeting expectations” or “Not meeting expectations”.

### **Method of Determining Overall Achievement Grade**

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 14	15 - 32	33 - 48	49 - 61	62 - 73	74 - 86	87 - 100

## Language and Literature (Higher) – Chinese

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Textual Analysis	1	7	35%
<b>B</b>	Paper Two: Comparative Essay	1	7	25%
<b>C</b>	Individual Oral	1	7	20%
<b>D</b>	Higher Level Essay	1	7	20%
<b>E</b>	Learner Portfolio	Meeting expectations / Not meeting expectations		N/A

### Description of Components

#### Paper One: Guided Textual Analysis

Paper 1 contains two previously unseen non-literary passages and students are instructed to write a separate guided analysis of each of these passages. Students must demonstrate their ability to offer critical discussion on the significance of context, audience, purpose and the use of linguistic devices, and how these shape both the creation of the text and its meaning. One guiding question is provided for each passage, encouraging students to focus their response on a technical or formal aspect of the passage. The Guided Textual Analysis is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 40	1	2	3	4	5	6	7
	0 - 7	8 - 15	16 - 23	24 - 27	28 - 31	32 - 35	36 - 40

#### Paper Two: Comparative Essay

Based on the works studied in the course, students write a literary essay under examination conditions in response to a question. Students are assessed on their knowledge and understanding of the texts, their critical treatment of the use and effects of stylistic features as well as their ability to effectively respond to the question. Their essays are also assessed on organisation and development of ideas as well as language choices. The Comparative Essay is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 5	6 - 11	12 - 15	16 - 19	20 - 23	24 - 28	29 - 30

#### Individual Oral

Students are required to engage in a critical examination of an extract drawn from one work and one non-literary text which have been studied during the course. The Individual Oral involves students exploring the relationship between a global issue of their choice and the content and form of the selected texts. The Individual Oral is marked out of 40 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Individual Oral / 40	1	2	3	4	5	6	7
	0 - 6	7 - 12	13 - 18	19 - 23	24 - 27	28 - 32	33 - 40

### Higher Level Essay

Students 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 or literary text studied during the course. The Higher Level Essay is marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Higher Level Essay / 20	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 9	10 - 11	12 - 14	15 - 16	17 - 20

### Learner Portfolio

In each reporting period, students will receive a grade, based on the work contained in their learner portfolio, of either “Meeting expectations” or “Not meeting expectations”.

### Method of Determining Overall Achievement Grade

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 14	15 - 31	32 - 46	47 - 59	60 - 70	71 - 83	84 - 100

## Literature A: English (Standard)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Literary Analysis	1	7	35%
<b>B</b>	Paper Two: Essay	1	7	35%
<b>D</b>	Individual Oral	1	7	30%

### Description of Components

#### Paper One: Guided Literary Analysis

In preparation for the final paper at the end of the course, students will do a number of practice essays based on past paper 'extracts' selected by the teacher. The term "Guided Literary Analysis" is used to refer to a close reading of a passage that is presented in the form of an essay. Students need to explore aspects such as content, technique, style, structure, theme and language, and they are assessed on their ability to:

- demonstrate understanding of the thought and feeling in the passage through interpretation that is supported by detailed references to the passage.
- analyse and appreciate how the passage achieves its effects. There are many acceptable ways of approaching and structuring a Guided Literary Analysis, but a good 'commentary' explains, rather than merely summarizing content or listing effects. All commentaries should be continuous and developed; commentaries comprising unrelated paragraphs will not merit a high achievement level.

'Guided Literary Analyses' will be assessed in all semesters of Years 12 and 13. Tasks are marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 20	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 8	9 - 10	11 - 13	14 - 15	16 - 20

#### Paper Two: Essay

In preparation for the final paper at the end of the course, students do a number of practice essays based on past paper questions. Each question directs students to explore the ways in which content is delivered through the conventions of the genre/s selected. Students are required to compare and contrast the similarities and differences between at least two of the works studied in the course.

Paper 2 essays will be assessed in the first and second semesters of Year 13. Tasks are marked out of 30 using the published rubrics and the grade boundaries below, which are tentative for the time being as we have yet to go through the cycle of the new course, are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 4	5 - 8	9 - 11	12 - 15	16 - 19	19 - 23	24 - 30

#### Individual Oral

The individual oral commentary is a literary analysis of two extracts selected by the student from the works studied in any of the parts of the syllabus. Students are expected to comment on the effectiveness of the writer's techniques in exploring a particular global issue, including the use of stylistic devices and their effect(s) on the reader.

Each extract must be approximately 40 lines in length (or a whole poem or part of a poem that is roughly equivalent to 40 lines). The content must be linked to the guiding question so that, in the oral examination, a close literary analysis can be presented on the extract in response to that question.

Individual oral commentaries are assessed under practice conditions in year 1 of the course and the first semester of Year 13. The formal Individual Oral for taught candidates takes place at Discovery College in the first semester of Year 13, with the date being decided near the end of Year 1 of the diploma. The task is marked out of 40 using the published rubrics and then converted into, or 'scaled' to, a percentage grade out of 30.

<b>Individual Oral Commentary / 40</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

### Assessment Summary

The exact sequencing and timing of assessment components may vary. The list below is indicative only.

<b>Year 12 Semester 1</b>	<i>Paper One: Guided Literary Analysis</i>
<b>Year 12 Semester 2</b>	<i>Paper One: Guided Literary Analysis and Individual Oral</i>
<b>Year 13 Semester 1</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay and Individual Oral</i>
<b>Year 13 Semester 2</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay</i>

### Method of Determining Overall Achievement Grade

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 14	15 - 30	31 - 41	42 - 54	55 - 67	68 - 79	80 - 100

## Literature A: English (Higher)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Literary Analysis	1	7	35%
<b>B</b>	Paper Two: Essay	1	7	25%
<b>C</b>	The 'Higher Level' (HL) Essay	1	7	20%
<b>D</b>	Individual Oral	1	7	20%

### Description of Components

#### Paper One: Guided Literary Analysis

In preparation for the final paper at the end of the course, students will do a number of practice essays based on past paper 'extracts' selected by the teacher. The term "Guided Literary Analysis" is used to refer to a close reading of an extract or 'poem' that is presented in the form of an essay. Students need to explore aspects such as content, technique, style, structure, theme and language, and they are assessed on their ability to:

- demonstrate understanding of the thought and feeling in the passage through interpretation that is supported by detailed references to the passage.
- analyse and show some appreciation/understanding of how the passage achieves its effects. There are many acceptable ways of approaching and structuring a 'Guided Literary Analysis', but a good commentary explains, rather than merely summarizing content or listing effects. All commentaries should be continuous and developed; commentaries comprising unrelated paragraphs will not merit a high achievement level.

'Guided Literary Analyses' will be assessed in all semesters of Years 12 and 13. Tasks are marked out of 40 using the published rubrics and then 'scaled' to a mark out of 20. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 20	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 8	9 - 11	12 - 13	14 - 16	17 - 20

#### Paper Two: Essay

In preparation for the final paper at the end of the course, students do a number of practice essays based on past paper questions. Each question directs students to explore the ways in which content is delivered through the conventions of the genre/s selected. Students are required to compare and contrast the similarities and differences between at least two of the works studied in the course.

Paper 2 essays will be assessed in the first and second semesters of Year 13. Tasks are marked out of 30 using the published rubrics and then 'scaled' to a mark out of 25. The grade boundaries below, which are tentative for the time being as we have yet to go through the cycle of the new course, are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 11	12 - 13	14 - 16	17 - 18	19 - 25

### The 'Higher Level' Essay

At HL, students are required to write a formal essay of 1,200-1,500 words, which develops a particular line of inquiry of their own choice in connection with a literary text or work previously studied in class. The HL essay offers students an opportunity to develop as independent, critical and creative readers, thinkers and writers by exploring a literary topic over an extended period of time, refining their ideas by means of a process of planning, drafting and re-drafting. The essay requires students to construct a focused, analytical argument, examining the work from a broad literary perspective. It also requires them to adhere to the formal framework of the academic essay, using citations and references.

Students will write two of these essays and one will be selected for submission to the IBO in year 2 of the diploma.

The grade boundaries below, which are tentative for the time being as we have yet to go through the cycle of the new course and this is a completely new assessment task, are applied to give a 1-7 grade.

HL Essay / 20	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 8	9 - 11	12 - 13	14 - 16	17 - 20

### Individual Oral

The individual oral commentary is a literary analysis of two extracts selected by the student from the works studied in any of the parts of the syllabus. Students are expected to comment on the effectiveness of the writer's techniques in exploring a particular global issue, including the use of stylistic devices and their effect(s) on the reader.

Each extract must be approximately 40 lines in length (or a whole poem or part of a poem that is roughly equivalent to 40 lines). The content must be linked to the guiding question so that, in the oral examination, a close literary analysis can be presented on the extract in response to that question.

Individual oral commentaries are assessed under practice conditions in year 1 of the course and the first semester of Year 13. The formal Individual Oral for taught candidates takes place at Discovery College either in the first semester of Year 13, with the date being decided near the end of Year 1 of the diploma. The task is marked out of 40 using the published rubrics and then converted into, or 'scaled' to, a percentage grade out of 30.

Individual Oral Commentary / 40	1	2	3	4	5	6	7
	0 - 5	6 - 10	11 - 13	14 - 17	18 - 21	22 - 25	26 - 30

### Assessment Summary

The exact sequencing and timing of assessment components may vary. The list below is indicative only.

<b>Year 12 Semester 1</b>	<i>Paper One: Guided Literary Analysis</i>
<b>Year 12 Semester 2</b>	<i>Paper One: Guided Literary Analysis and Individual Oral – HL Essay A</i>
<b>Year 13 Semester 1</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay and Individual Oral – HL Essay B</i>
<b>Year 13 Semester 2</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay</i>



### **Method of Determining Overall Achievement Grade**

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 17	18 - 32	33 - 44	45 - 56	57 - 68	69 - 79	80 - 100

## Literature (Standard) – School Supported Self-Taught Languages (SSSTL)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One: Guided Literary Analysis	1	7	35%
<b>B</b>	Paper Two: Essay	1	7	35%
<b>D</b>	Individual Oral (SSST Variant)	1	7	30%

### Description of Components

#### Paper One: Guided Literary Analysis

In preparation for the final paper at the end of the course, students will do a number of practice essays based on past paper ‘extracts’ selected by the teacher. The term “Guided Literary Analysis” is used to refer to a close reading of a passage that is presented in the form of an essay. Students need to explore aspects such as content, technique, style, structure, theme and language, and they are assessed on their ability to:

- demonstrate understanding of the thought and feeling in the passage through interpretation that is supported by detailed references to the passage.
- analyse and appreciate how the passage achieves its effects. There are many acceptable ways of approaching and structuring a Guided Literary Analysis, but a good commentary explains, rather than merely summarizing content or listing effects. All commentaries should be continuous and developed; commentaries comprising unrelated paragraphs will not merit a high achievement level.

‘Guided Literary Analyses’ will be assessed in all semesters of Years 12 and 13. Tasks are marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

Paper One / 20	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 8	9 - 10	11 - 13	14 - 15	16 - 20

#### Paper Two: Essay

In preparation for the final paper at the end of the course, students do a number of practice essays based on past paper questions. Each question directs students to explore the ways in which content is delivered through the conventions of the genre/s selected. Students are required to compare and contrast the similarities and differences between at least two of the works studied in the course.

Paper 2 essays will be assessed in the first and second semesters of Year 13. Tasks are marked out of 30 using the published rubrics and the grade boundaries below, which are tentative for the time being as we have yet to go through the cycle of the new course, are applied to give a 1-7 grade.

Paper Two / 30	1	2	3	4	5	6	7
	0 - 4	5 - 8	9 - 11	12 - 15	16 - 19	19 - 23	24 - 30

#### Individual Oral (SSST Variant)

The individual oral commentary is a literary analysis of two extracts selected by the student from the works studied in any of the parts of the syllabus. Students are expected to comment on the effectiveness of the writer’s techniques in exploring a particular global issue, including the use of stylistic devices and their effect(s) on the reader.

Each extract must be approximately 40 lines in length (or a whole poem or part of a poem that is roughly equivalent to 40 lines). The content must be linked to the guiding question so that, in the oral examination, a close literary analysis can be presented on the extract in response to that question.

Individual oral commentaries are assessed under practice conditions in year 1 of the diploma and the first semester of Year 13. The formal Alternative Individual Oral Commentary for self-taught candidates takes place at Discovery College either in the first or second semester of Year 13, with the date being decided upon by the SSSTL Coordinator in consultation with the student's tutor and the student. The task is marked out of 40 using the published rubrics and then converted into, or 'scaled' to, a percentage grade out of 30.

<b>Individual Oral Commentary / 40</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 4	5 - 8	9 - 12	13 - 16	17 - 19	20 - 23	24 - 30

### **Assessment Summary**

The exact sequencing and timing of assessment components may vary depending on the language, as different tutors have different preferences. The list below is indicative only.

<b>Year 12 Semester 1</b>	<i>Paper One: Guided Literary Analysis</i>
<b>Year 12 Semester 2</b>	<i>Paper One: Guided Literary Analysis and Individual Oral</i>
<b>Year 13 Semester 1</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay and Individual Oral</i>
<b>Year 13 Semester 2</b>	<i>Paper One: Guided Literary Analysis, Paper Two: Essay and the Individual Oral</i>

### **Method of Determining Overall Achievement Grade**

The marks for the separate components which have been assessed in a semester are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 14	15 - 30	31 - 41	42 - 54	55 - 67	68 - 79	80 - 100

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## Group 2 –Language Acquisition

### Mandarin / Spanish B (Standard Level)

#### Skills Assessed in Course

##### **Receptive skills**

- understand a range of written and spoken authentic personal, professional and mass media texts on topics of interest
- understand descriptions of events, feelings and wishes
- understand comparisons and recognize a straightforward, linear argument
- use context to deduce the meaning of sentences and unknown words and phrases

##### **Productive skills**

- write texts for a variety of purposes and make oral presentations on topics of interest
- write descriptive texts and personal correspondence
- make comparisons, narrate stories, provide detailed accounts, and express thoughts and opinions on abstract or cultural topics

##### **Interactive skills**

- initiate and maintain the flow of conversations and discussions
- express and respond to opinions and feelings on a variety of topics
- use and understand clear speech on a variety of topics relating to course content and the culture(s) of the target language
- use a variety of strategies to negotiate meaning and foster communication

#### Assessment Components

	<b>Component</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Weighting</b>
<b>A</b>	Paper One: Written Productive Skills	1	7	25%
<b>B</b>	Paper Two: Receptive Skills	1	7	50%
<b>C</b>	Individual Oral: Productive and Interactive Skills	1	7	25%

#### Description of Components

##### Paper One: Written Productive Skills

Paper One is a writing task of 250–360 words (300–480 Chinese words) from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. This paper assesses the ability to communicate in writing for a variety of purposes. It will be assessed at the end of each unit in both Years 12 and 13. The paper is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

<b>Paper One / 30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0-3	4-7	8-11	12-16	17-21	22-26	27-30

##### Paper Two: Receptive skills

Paper Two evaluates receptive skills and consists of text-handling exercises based on the core topics assessed at the end of each unit. Students answer questions on three listening texts and three written texts. The students' understanding of the listening and written texts is assessed, not the students' knowledge of the topic. All texts and questions are in the target language and all responses must be written in the target language. The paper has separate sections, marked out of 25 for

listening comprehension and 45 for reading comprehension using the published mark scheme. The grade boundaries below are applied to give a 1-7 grade.

<b>Paper two /65</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0-7	8-16	17-20	21-29	30-36	37-45	46-65

#### Individual Oral: Productive Skills and Interactive Skills

The Individual Oral is based on the prescribed themes. Students have 15 minutes preparation time and a 15 minute (maximum) presentation and discussion with the teacher. Students are expected to produce a 3-4 minutes presentation in response to a stimulus chosen and discuss with the teacher for around 4-5 minutes from what the student presented, then to continue with a general discussion for 5-6 minutes. This assessment will be taken by students by the end of appropriate units in both Years 12 and 13. The oral assessment is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

<b>Individual Oral / 30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 – 3	4 – 6	7 – 12	13 – 17	18 – 21	22 – 26	27 – 30

#### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 11	12 - 23	24 - 41	42 - 56	57 - 70	71 - 86	87 - 100

## Mandarin / Spanish B (Higher Level)

### Skills Assessed in Course

#### **Receptive skills**

- understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts
- they understand fundamental elements of literary texts such as theme, plot and character.
- analyse arguments, distinguishing main points from relevant supporting details and explanations.
- use a variety of strategies to deduce meaning

#### **Productive skills**

- present and develop their ideas and opinions on a variety of topics, both orally and in writing
- construct and support arguments with explanations and examples
- speak and write at length, and with purpose, in order to meet a wide range of communicative needs: describing, narrating, comparing, explaining, persuading, justifying and evaluating

#### **Interactive skills**

- initiate, maintain and close oral exchanges, displaying some ability to make adjustments in style or emphasis
- use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and the culture(s) of the target language
- be adept in negotiating meaning and fostering communication

### Assessment Components

	<b>Component</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Weighting</b>
<b>A</b>	Paper One: Written Productive Skills	1	7	25%
<b>B</b>	Paper Two: Receptive Skills	1	7	50%
<b>C</b>	Individual Oral: Productive and Interactive Skills	1	7	25%

### Description of Components

#### Paper One: Written Productive Skills

Paper One is one writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. This paper assesses the ability to communicate in writing for a variety of purposes. It will be assessed at the end of each unit in both Years 12 and 13. The paper is marked out of 30 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

<b>Paper One / 30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 5	6 - 9	10 - 13	14 - 17	18 - 23	24 - 27	28 - 30

#### Paper Two: Receptive Skills

Paper Two evaluates receptive skills and consists of text-handling exercises based on the core topics assessed at the end of each unit. Students answer questions on three listening texts and three written texts. The students' understanding of the listening and written texts is assessed, not the students' knowledge of the topic. All texts and questions are in the target language and all responses must be written in the target language. The paper is marked out of 50 using the published markscheme and the grade boundaries below are applied to give a 1-7 grade.

<b>Paper Two / 65</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 11	12 - 19	20 - 29	30 - 41	42 - 50	51 - 58	59 - 65

### Individual Oral: Productive and Interactive Skills

A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. Students have 20 minutes preparation time and a 15 minute (maximum) presentation and discussion with the teacher. Students are expected to produce a 3-4 minutes presentation and discuss with the teacher for around 4-5 minutes from what the student presented, then continue with a general discussion for 5-6 minutes. This assessment will be taken by students by the end of appropriate units in both Years 12 and 13. The oral is marked out of 20 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

<b>Individual Oral /30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 5	6 - 9	10 - 13	14 - 17	18 - 23	24 - 27	28 - 30

### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 27	28 - 45	46 - 59	60 - 72	73 - 87	88 - 100

## **Mandarin / Spanish Ab Initio (Standard Level)**

### **Skills Assessed in Course**

#### **Receptive skills**

- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual materials

#### **Productive skills**

- Communicate clearly and effectively in a range of contexts and for a variety of purposes
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts and audiences
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics

#### **Interactive skills**

- Communicate clearly and effectively in a range of contexts and for a variety of situations
- Understand and use language appropriate to a range of interpersonal and/or intercultural contexts
- Understand and use language to express and respond to a range of ideas with fluency and accuracy
- Identify, organize and present ideas on a range of topics
- Understand, analyse and reflect upon a range of written, audio, visual and audio-visual materials

### **Assessment Components**

	<b>Component</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Weighting</b>
<b>A</b>	Paper One: Written Productive Skills	1	7	25%
<b>B</b>	Paper Two: Receptive Skills	1	7	50%
<b>C</b>	Individual Oral: Productive and Interactive Skills	1	7	25%

### **Description of Components**

#### **Paper One: Written Productive Skills**

Paper 1 is based on the five themes: identities, experiences, human ingenuity, social organisation and sharing the planet. This examination is externally set and externally assessed. Paper 1 consists of two required tasks (task A and task B) of equal weighting. Each task addresses a variety of audiences, contexts and purposes. For each task, students will be presented with a choice from three options, each based on a different theme from the syllabus. Teachers and students should expect that one of the two tasks will require the production of a personal text and that the other task will require the production of a professional or mass media text. The “Texts” section of this guide offers examples of these types of texts.

- Task A: Students write a response of 70–150 words to one of the three options shown, choosing a text type from the box provided for task A.
- Task B: Students write a response of 70–150 words to one of the three options shown, choosing a text type from the box provided for task B.



The number of words required for each written response is the same. A final mark for paper 1 is achieved by adding the scores for task A and task B.

<b>Paper One / 30</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 6	7 - 11	12 - 15	16 - 19	20 - 23	23 - 26	27 - 30

### Paper Two: Receptive Skills

This examination is externally set and externally assessed. It is divided into two separate sections: listening (three audio passages) and reading (three written passages) covering different topics drawn from the five themes. The students' understanding of the six passages is assessed in this examination; it does not test the students' knowledge of any factual content of a specific topic. All audio and written passages are in the target language and all answers must be provided in the target language.

- Listening (45m): 3 audio passages – 25 marks
- Reading (1hour): 3 written passages – 40 marks

<b>Paper Two / 50</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 9	10 - 19	20 - 29	30 - 38	39 - 47	48 - 56	57 - 65

### Individual Oral: Productive and Interactive Skills

The individual oral assessment consists of three parts. In Part 1, students do a 1-2 minute presentation on a visual stimulus. They are given 15 minutes preparation time beforehand. At the beginning of the 15 minute preparation period, students are shown two previously unseen visual stimuli. In Part 2, the teacher engages the student in a 3-4 minute conversation arising from the visual stimulus. In Part 3, students engage in a 3-4 minute general conversation with the teacher. This should begin with at least two questions on the written assignment and move on to a discussion on a broad range of topics from the prescribed list. This assessment is taken by students by the end of appropriate units in both Years 12 and Year13. The oral is marked out of 25 using the published rubrics and the grade boundaries below are applied to give a 1-7 grade.

<b>Individual Oral / 25</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 3	4 - 5	6 - 9	10 - 13	14 - 17	18 - 20	21 - 25

### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 26	27 - 41	42 - 58	59 - 73	74 - 85	86 - 100

## Group 3 – Individuals and Societies

### Business and Management

#### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Case Studies	1	7	75%
<b>B</b>	Research Project	1	7	25%

#### Description of Components

##### Case Studies

Students are presented with real business situations. They have to answer questions about these situations using business theories/concepts learned. Case studies are assessed throughout the course. In each semester, an overall percentage is calculated. The grade boundaries below are applied to give a 1-7 grade.

Case Studies / 100	1	2	3	4	5	6	7
	0 - 12	13 - 19	20 - 34	35 - 49	50 - 64	65 - 80	81 - 100

##### Research Project

Students have to research a business organisation of their choice. They have to analyse its activity, identify an issue and using different business tools formulate advice on how to solve that particular issue. Research Projects are assessed in Semester 2 of Year 12 and both semesters of Year 13. Tasks are marked out of 25 using the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Research Project / 25	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 9	10 - 12	13 - 15	16 - 18	19 - 25

#### Method of Determining Overall Achievement Grade

In Semester 1 of Year 12, the overall achievement grade is the same as the Case Studies grade.

In all other semesters, the mark for Case Studies is scaled to give a number out of 75. This is added to the mark out of 25 for Research Project to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 12	13 - 19	20 - 34	35 - 49	50 - 64	65 - 80	81 - 100

## Economics (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge, Understanding, Synthesis and Evaluation	1	7	80%
<b>B</b>	Commentary	1	7	20%

### Description of Components

#### Knowledge, Understanding, Synthesis and Evaluation

This criterion will be assessed using written exam papers (Papers 1 and 2). The course is split into four topics, each of which will be studied during one of the semesters in Years 12 and 13. For each topic, there is a question from either Paper 1 or 2.

Semester	Topic	Paper	Maximum Mark
Year 12 Semester 1	Microeconomics	Paper 1 Section A	25
Year 12 Semester 2	Macroeconomics	Paper 1 Section B	25
Year 13 Semester 1	International Economics	Paper 2 Section A	20
Year 13 Semester 2	Development Economics	Paper 2 Section B	20

The grade boundaries below are applied to give a 1-7 grade for this criterion in each semester.

Paper 1 / 25	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 8	9 - 11	12 - 14	15 - 17	18 - 25

Paper 2 / 20	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 7	8 - 9	10 - 12	13 - 14	15 - 20

#### Commentary

Students write a commentary of up to 750 words, based on a section of the syllabus and on extracts from the news media. The commentary is marked out of 45 using the published assessment rubric. This mark is then scaled to give a mark out of 20. The grade boundaries below are applied to give a 1-7 grade.

Commentary / 20	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 9	10 - 11	12 - 14	15 - 16	17 - 20

### Method of Determining Overall Achievement Grade

In each semester, the mark for Knowledge, Understanding, Synthesis and Evaluation is scaled to give a number out of 80. This is added to the mark out of 20 for Commentary to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 11	12 - 25	26 - 38	39 - 50	51 - 62	63 - 74	75 - 100

## Economics (Higher Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge, Understanding, Synthesis and Evaluation	1	7	80%
<b>B</b>	Commentary	1	7	20%

### Description of Components

#### Knowledge, Understanding, Synthesis and Evaluation

This criterion will be assessed using written exam papers (Papers 1, 2 and 3). The course is split into four topics, each of which will be studied during one of the semesters in Years 12 and 13. For each topic, there is a question from either Paper 1 or 2, plus a question from Paper 3 which deals with Higher Level Extension material.

Semester	Topic	Papers	Maximum Mark
Year 12 Semester 1	Microeconomics	Paper 1 Section A	25
		Paper 3	25
Year 12 Semester 2	Macroeconomics	Paper 1 Section B	25
		Paper 3	25
Year 13 Semester 1	International Economics	Paper 2 Section A	20
		Paper 3	25
Year 13 Semester 2	Development Economics	Paper 2 Section B	20
		Paper 3	25

In each semester, a best fit grade is awarded for each paper. These grades are summed to give a total out of 50 in Year 12 and out of 45 in Year 13. The grade boundaries below are applied to give a 1-7 grade.

Year 12 / 50	1	2	3	4	5	6	7
	0 - 6	7 - 12	13 - 18	19 - 24	25 - 30	31 - 36	37 - 50

Year 13 / 45	1	2	3	4	5	6	7
	0 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 31	32 - 45

#### Commentary

Students write a commentary of up to 750 words, based on a section of the syllabus and on extracts from the news media. The commentary is marked out of 45 using the published assessment rubric. This mark is then scaled to give a mark out of 20. The grade boundaries below are applied to give a 1-7 grade.

Commentary / 20	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 9	10 - 11	12 - 14	15 - 16	17 - 20

### Method of Determining Overall Achievement Grade

In each semester, the mark for Knowledge, Understanding, Synthesis and Evaluation is scaled to give a number out of 80. This is added to the mark out of 20 for Commentary to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 12	13 - 26	27 - 38	39 - 49	50 - 61	62 - 73	74 - 100

## Geography (Standard Level)

Four assessment objectives are covered throughout the course and are assessed in each of the assessment components. They are:

- demonstrate knowledge and understanding of specified content
- demonstrate application and analysis of knowledge and understanding
- demonstrate synthesis and evaluation
- select, use and apply a variety of appropriate skills and techniques

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	35%
<b>B</b>	Paper Two	1	7	40%
<b>C</b>	Internal Assessment	1	7	25%

### Description of Components

#### Paper One

This paper assesses the optional themes of the course. The paper is marked out of 40 using the published mark scheme and assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 40	1	2	3	4	5	6	7
	0 - 5	6-10	11-15	16-19	20-23	24-27	28-40

#### Paper Two

This paper assesses the core themes of the course. The paper is marked out of 50 using the published mark scheme and assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Paper Two / 50	1	2	3	4	5	6	7
	0 - 7	8-15	16-21	22-27	28-33	34-39	40-50

#### Internal Assessment

The internal assessment is based on a piece of fieldwork, which will take place in semester two of Year 12. The task will be marked out 25 using the published assessment criteria. The grade boundaries below are applied to give a 1-7 grade.

Internal Assessment / 25	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 10	11 - 13	14 - 16	17 - 19	20 - 25

### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 13	14 - 28	29 - 40	41 - 51	52 - 61	62 - 72	73 - 100

## Geography (Higher Level)

Four assessment objectives are covered throughout the course and are assessed in each of the assessment components. They are:

- demonstrate knowledge and understanding of specified content
- demonstrate application and analysis of knowledge and understanding
- demonstrate synthesis and evaluation
- select, use and apply a variety of appropriate skills and techniques

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	35%
<b>B</b>	Paper Two	1	7	25%
<b>C</b>	Paper Three	1	7	20%
<b>D</b>	Internal Assessment	1	7	20%

### Description of Components

#### Paper One

This paper assesses the optional themes of the course. The paper is marked out of 60 using the published mark scheme and assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 60	1	2	3	4	5	6	7
	0 - 10	11 - 20	21 - 26	27 - 32	33 - 38	39 - 44	45 - 60

#### Paper Two

This paper assesses the core themes of the course. The paper is marked out of 50 using the published mark scheme and assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Paper Two / 50	1	2	3	4	5	6	7
	0 - 7	8-15	16-21	22-27	28-33	34-39	40-50

#### Paper Three

This paper assesses the Higher Level extension part of the course. The paper is marked out of 28 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Paper Three / 28	1	2	3	4	5	6	7
	0 - 4	5 - 8	9 - 11	12 - 14	15 - 17	18 - 20	21 - 28

#### Internal Assessment

The internal assessment is based on a piece of fieldwork, which will take place in semester two of Year 12. The task will be marked out 30 using the published assessment criteria. The grade boundaries below are applied to give a 1-7 grade.

<b>Internal Assessment / 25</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 3	4 - 7	8 - 10	11 - 13	14 - 16	17 - 19	20 - 25

### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 28	29 - 40	41 - 51	52 - 61	62 - 72	73 - 100



## History (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	30%
<b>B</b>	Paper Two	1	7	45%
<b>C</b>	Internal Assessment: Historical Investigation	1	7	25%

### Description of Components

#### Paper One

This is a source-based exam paper. Sources will be primary or a mixture of primary and secondary; they may be written, pictorial or diagrammatic. There will be five sources. Some questions will be answered using only evidence from one or more of the sources. In other questions students will be asked to use their own knowledge as well as evidence contained in all the sources. Students will be given practice papers over the two year course in order to prepare for the final exams. The paper is marked out of 24 and is one hour long. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 24	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 16	17 - 24

#### Paper Two

This is an extended-response question paper. In the formal exam students will have to answer two questions, each selected from different topics. Students may be asked to answer comparative questions, open-ended thematic questions or questions that address social, economic or gender issues. Students will be given practice papers throughout the two-year course. Each individual extended response is marked out of 15. The grade boundaries below are applied to give a 1-7 grade.

Paper Two / 15	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 13	14 - 15

#### Internal Assessment: Historical Investigation

This is a problem solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The activity demands that student search for, select, evaluate and use evidence to reach a relevant conclusion. The investigation should be written in the specific format set by the IB. Students begin the task in semester 2 of Year 12, and submit the final version in Semester 1 of Year 13.

Students will be marked out of 25 according to the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Internal Assessment / 25	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 9	10 - 12	13 - 15	16 - 18	19 - 25

### Method of Determining Overall Achievement Grade

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 9	10 - 22	23 - 32	33 - 43	44 - 54	55 - 66	67 - 100

## History (Higher Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	20%
<b>B</b>	Paper Two	1	7	25%
<b>C</b>	Paper Three	1	7	35%
<b>D</b>	Internal Assessment: Historical Investigation	1	7	20%

### Description of Components

#### Paper One

This is a source-based exam paper. Sources will be primary or a mixture of primary and secondary; they may be written, pictorial or diagrammatic. There will be five sources. Some questions will be answered using only evidence from one or more of the sources. In other questions students will be asked to use their own knowledge as well as evidence contained in all the sources. Students will be given practice papers over the two year course in order to prepare for the final exams. The paper is marked out of 24 and is one hour long. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 24	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 16	17 - 24

#### Paper Two

This is an extended-response question paper. In the formal exam students will have to answer two questions, each selected from different topics. Students may be asked to answer comparative questions, open-ended thematic questions or questions that address social, economic or gender issues. Students will be given practice papers throughout the two-year course. Each individual extended response is marked out of 15. The grade boundaries below are applied to give a 1-7 grade.

Paper Two / 15	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 6	7 - 8	9 - 10	11 - 13	14 - 15

#### Paper Three

This is an extended-response question paper. In the formal exam students will have to answer three questions. The maximum mark for this is 60 and will take 2 hour 30min. Students may be asked to answer comparative questions, open-ended questions thematic questions or questions that address social, economic or gender issues. They will be required to show and evaluate awareness of different approaches to, and interpretations of, historical issues and events. Students will be given practice papers throughout the two-year course. Each individual extended response is marked out of 15. The grade boundaries below are applied to give a 1-7 grade.

Paper Three / 15	1	2	3	4	5	6	7
	0 - 2	3 - 4	5 - 7	8 - 9	10 - 11	12 - 13	14 - 15

#### Internal Assessment: Historical Investigation

This is a problem solving activity that enables students to demonstrate the application of their skills and knowledge to a historical topic that interests them and that need not be related to the syllabus. The activity demands that student search for, select, evaluate and use evidence to reach a

relevant conclusion. The investigation should be written in the specific format set by the IB. Students begin the task in semester 2 of year 12, and submit the final version in Semester 1 of year 13.

Students will be marked out of 25 according the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Internal Assessment / 25	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 9	10 - 12	13 - 15	16 - 18	19 - 25

### **Method of Determining Overall Achievement Grade**

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 9	10 - 22	23 - 32	33 - 43	44 - 54	55 - 66	67 - 100

## Psychology (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	50%
<b>B</b>	Paper Two	1	7	25%
<b>C</b>	Internal Assessment: Experimental Study	1	7	25%

### Description of Components

#### Paper One

This exam paper is a question response and essay paper. Candidates will have to answer three questions and write one essay. Each of the three response questions is from a different psychological perspective (level of analysis). The perspectives included in this paper are the biological, cognitive and sociocultural levels of analysis. Candidates will also write one essay selected from three different topics and based on the levels of analysis. The paper is two hours long. It is recommended that candidates spend about one hour on the extended response questions and one hour on the essay. Students will be given practice papers throughout the two-year course. The grade boundaries below are applied to give a 1-7 grade.

Paper One / 49	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 13	14 - 20	21 - 25	26 - 31	32 - 49

#### Paper Two

For this paper, candidates will have to write one essay, selected from one option or specialised field in psychology. Candidates will select their essay topic out of a choice of three from the option. The candidates should choose essay topics from the Abnormal Psychology or Developmental Psychology options, as these will be covered in the DP Psychology Course at Discovery College. Paper Two is one hour long. Students will be given practice papers throughout the two-year course. The grade boundaries below are applied to give a 1-7 grade.

Paper Two / 22	1	2	3	4	5	6	7
	0 - 2	3 - 5	6	7 - 9	10 - 12	13 - 15	16 - 22

#### Internal Assessment: Psychological Experiment

For their internal assessment, students plan and undertake a simple psychological experiment, and produce a report of their study. The report should be around 1,800-2,200 words and the experiment is usually within the field of cognitive psychology (for example memory, decision making or perception). The experiment should be a replication of an original research study. The study involves the manipulation, by the student, of a single independent variable and measurement of the effect of this variable on a dependent variable, while controlling other variables. The students begin their internal assessment in Semester 1 of Year 13 and submit their final report in Semester 2 of Year 13. Students will be marked out of 22 according to the published assessment rubric. About 20 teaching hours will be allocated to the internal assessment. The grade boundaries below are applied to give a 1-7 grade.

Internal Assessment / 22	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 15	16 - 22

### **Method of Determining Overall Achievement Grade**

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 9	10 - 22	23 - 31	32 - 43	44 - 55	56 - 67	68 - 100

## Psychology (Higher Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Paper One	1	7	40%
<b>B</b>	Paper Two	1	7	20%
<b>C</b>	Paper Three	1	7	20%
<b>D</b>	Internal Assessment: Experimental Study	1	7	20%

### Description of Components

#### Paper One

This exam paper is a question response and essay paper. Candidates will have to answer three questions and write one essay. Each of the three response questions is from a different psychological perspective (level of analysis). The perspectives included in this paper are the biological, cognitive and sociocultural levels of analysis. Candidates will also write one essay selected from three different topics and based on the levels of analysis. The paper is two hours long. It is recommended that candidates spend about one hour on the extended response questions and one hour on the essay. Students will be given practice papers throughout the two-year course. The grade boundaries below are applied to give a 1-7 grade.

<b>Paper One / 49</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 4	5 - 9	10 - 13	14 - 20	21 - 25	26 - 31	32 - 49

#### Paper Two

For this paper, candidates will have to write two essays, each selected from a different option or specialised field in psychology. For each option, candidates will select their topic from a choice of three. The candidates should choose essay topics from the Abnormal Psychology and Developmental Psychology options, as these options will be covered in the DP Psychology Course at Discovery College. Paper Two is two hours long and candidates should spend about one hour on each essay. Students will be given practice papers throughout the two-year course. The grade boundaries below are applied to give a 1-7 grade.

<b>Paper Two / 44</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 6	7 - 12	13 - 16	17 - 21	22 - 26	27 - 31	32 - 44

#### Paper Three

This is an extended-response question paper. For this paper, candidates will read a one-page summary of a research study and apply their knowledge of quantitative and qualitative methods to the study. Candidates will have to answer three questions in which they need to demonstrate evaluative skills of research methods and be aware of issues related to qualitative research. The paper is one hour long and candidates should spend about 20 minutes on each question.

<b>Paper Three / 24</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 1	2	3 - 4	5 - 7	8 - 10	11 - 12	13 - 24

### Internal Assessment: Psychological Experiment

For their internal assessment, students plan and undertake a simple psychological experiment, and produce a report of their study. The report should be around 1,800-2,200 words and the experiment is usually within the field of cognitive psychology (for example memory, decision making or perception). The experiment should be a replication of an original research study. The study involves the manipulation, by the student, of a single independent variable and measurement of the effect of this variable on a dependent variable, while controlling other variables. The students begin their internal assessment in Semester 1 of Year 13 and submit their final report in Semester 2 of Year 13. Students will be marked out of 22 according to the published assessment rubric. About 20 teaching hours will be allocated to the internal assessment. The grade boundaries below are applied to give a 1-7 grade.

<b>Internal Assessment / 22</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 1	2 - 3	4 - 7	8 - 10	11 - 13	14 - 16	17 - 22

### **Method of Determining Overall Achievement Grade**

The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 9	10 - 22	23 - 31	32 - 43	44 - 55	56 - 67	68 - 100



## Group 4 – Sciences

### Biology, Chemistry, Physics, Sports, Exercise & Health Science and Food Science & Technology

#### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge and Understanding	1	7	80%
<b>B</b>	Practical Skills	1	7	20%

#### Description of Components

##### Knowledge and Understanding

Students should be able to describe and explain scientific phenomena and apply knowledge to solving problems in both familiar and unfamiliar situations. This criterion is worth 80% of the overall grade and can be assessed using quizzes, end of topic tests, cumulative exams and research projects.

Small tests are taken at different stages of each topic. A cumulative exam is taken in each semester of Years 12 and 13. In each semester, an overall percentage is calculated, with cumulative exams given twice the weighting of topic tests. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Biology (SL/HL)</b>	0 - 14	15 - 29	30 - 41	42 - 55	56 - 68	69 - 79	80 - 100
<b>Chemistry (SL)</b>	0 - 16	17 - 30	31 - 41	42 - 53	54 - 65	66 - 74	75 - 100
<b>Chemistry (HL)</b>	0 - 18	19 - 33	34 - 46	47 - 57	58 - 68	69 - 79	80 - 100
<b>Physics (SL/HL)</b>	0 - 19	20 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 100
<b>SEHS (SL/HL)</b>	0 - 15	16 - 34	35 - 49	50 - 59	60 - 69	70 - 79	80 - 100
<b>Food S &amp; T (SL)</b>	0 - 14	15 - 28	29 - 41	42 - 55	56 - 68	69 - 82	83 - 100

##### Practical Skills

Students should be able to design, carry out and evaluate a scientific investigation. This includes formulating a testable hypothesis, designing an experiment to test it, using appropriate experimental techniques, gathering and processing data, drawing conclusions and working effectively both independently and as part of a team. This criterion is worth 20% of the overall grade and can be assessed using a variety of laboratory experiments. The students will develop their experimental skills during Year 12. All students will complete one summative assessment task in Semester 1 of Year 13 for their IBDP Experimental Science Internal Assessment. Students are also required to participate in and reflect on their participation in a Group 4 Project, which will take place in Semester 1 of Year 13.

In each semester, an overall percentage is calculated, taking a best-fit grade for each criterion. The grade boundaries below are applied to give a 1-7 grade.

Practical Skills	1	2	3	4	5	6	7
	0 - 17	18 - 33	34 - 46	47 - 56	57 - 69	70 - 79	80 - 100

### Method of Determining Overall Achievement Grade

This is calculated using the following formula, where all the grades are percentages:  
 Overall achievement = (0.8 x Knowledge and Understanding) + (0.2 x Practical Skills)  
 The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Biology (SL/HL)</b>	0 - 14	15 - 29	30 - 41	42 - 55	56 - 68	69 - 79	80 - 100
<b>Chemistry (SL)</b>	0 - 16	17 - 30	31 - 41	42 - 53	54 - 65	66 - 74	75 - 100
<b>Chemistry (HL)</b>	0 - 18	19 - 33	34 - 46	47 - 57	58 - 68	69 - 79	80 - 100
<b>Physics (SL/HL)</b>	0 - 19	20 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 100
<b>SEHS (SL/HL)</b>	0 - 15	16 - 34	35 - 49	50 - 59	60 - 69	70 - 79	80 - 100
<b>Food S &amp; T (SL)</b>	0 - 14	15 - 28	29 - 41	42 - 55	56 - 68	69 - 82	83 - 100

## Design Technology

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge and Understanding	1	7	60%
<b>B</b>	Practical Skills	1	7	40%

### Description of Components

#### Knowledge and Understanding

Students should be able to describe and explain design theory, and apply knowledge to solving problems in both familiar and unfamiliar situations. This criterion is worth 60% of the overall grade and can be assessed using quizzes, end of topic tests and cumulative exams.

Small tests are taken at different stages of each topic. A cumulative exam is taken in each semester of Years 12 and 13. In each semester, an overall percentage is calculated, with appropriate weightings given to different types of task. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Knowledge and Understanding / 100</b>	0 - 14	15 - 26	27 - 38	39 - 50	51 - 62	63 - 74	75 - 100

#### Practical Skills

Students' application of the design cycle to a real life situation is assessed in practical skills. In Year 12, students will complete three small design projects, each assessed against a set criterion to give an indication of progress. In Year 13, students complete the Design Project that contributes 40% of their overall grade. Students are also required to participate in and reflect on their participation in the Group 4 Project, which will take place in Semester 1 of Year 13. In each semester, an overall grade is calculated, taking a best-fit grade for each criterion. The grade boundaries below are applied to give a 1-7 grade.

<b>Practical Skills / 60</b>	1	2	3	4	5	6	7
	0 - 14	15 - 26	27 - 38	39 - 50	51 - 62	63 - 74	75-100

### Method of Determining Overall Achievement Grade

The mark for Knowledge and Understanding is scaled to a number out of 60 and the mark for Practical Skills is scaled to a number out of 40. These two numbers are added together to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Overall / 100</b>	0 - 14	15 - 26	27 - 38	39 - 50	51 - 62	63 - 74	75 - 100

## Environmental Systems and Societies (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge and Understanding	1	7	75%
<b>B</b>	Practical Skills	1	7	25%

### Description of Components

#### Knowledge and Understanding

Students should be able to describe and explain environmental phenomena and apply knowledge to solving problems in both familiar and unfamiliar situations. This criterion is worth 75% of the overall grade and can be assessed using quizzes, end of topic tests, cumulative exams, case studies, research projects and essays.

Small tests are taken at different stages of each topic. A cumulative exam is taken in each semester of Years 12 and 13. In each semester, an overall percentage is calculated, with cumulative exams and topic tests given equal weighting. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Knowledge and Understanding</b>	0 - 16	17 - 32	33 - 44	45 - 56	57 - 67	68 - 79	80 - 100

#### Practical Skills

Students should be able to design, carry out and evaluate a scientific investigation. The assessment criteria include Identifying the Context, Planning, Results analysis and conclusions, Discussion and Evaluation, Applications, and Communication. This criterion is worth 25% of the overall grade and will be assessed, using laboratory experiments and field studies during the two years of the course.

In each semester, an overall percentage is calculated, taking a best-fit grade for each criterion. The grade boundaries below are applied to give a 1-7 grade. All students will complete one summative assessment task in Semester 1 of Year 13.

Practical Skills	1	2	3	4	5	6	7
	0 - 17	18 - 33	34 - 45	46 - 57	58 - 69	70 - 81	82 - 100

### Method of Determining Overall Achievement Grade

This is calculated using the following formula, where all the grades are percentages:

$$\text{Overall achievement} = (0.75 \times \text{Knowledge and Understanding}) + (0.25 \times \text{Practical Skills})$$

The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Overall</b>	0 - 16	17 - 32	33 - 44	45 - 56	57 - 67	68 - 79	80 - 100

## Group 5 – Mathematics

## Analysis & Approaches and Applications & Interpretations (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge and Understanding	1	7	80%
<b>B</b>	Mathematical Exploration	1	7	20%

### Description of Components

#### Knowledge and Understanding

Students undertake regular assessments that contain a combination of Paper 1 and Paper 2 questions. Cumulative tests are taken at different stages of each topic. A cumulative exam is taken in each semester of Years 12 and 13. In each semester, an overall percentage is calculated, with appropriate weighting given to different tasks. To arrive at an overall achievement grade, marks for all tasks are combined together and scaled to give a mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Knowledge and Understanding</b>	0 - 19	20 - 38	39 - 54	55 - 64	65 - 75	76 - 85	86 - 100

#### Mathematical Exploration

The internal assessment component of the course, the Exploration, contributes 20% to the final grade. The Exploration is intended to provide students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

While work on this is undertaken over the course of Year 12, guided by the teacher, it is formally assessed in Year 13. The grade boundaries below are applied to give a 1-7 grade.

Mathematical Exploration	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 8	9 - 12	13 - 15	16 - 18	19 - 20

### Method of Determining Overall Achievement Grade

In Semesters 1 and 2 of Year 12 and Semester 1 of Year 13, the overall achievement grade is the same as the grade for Knowledge and Understanding.

In Semester 2 of Year 13, the mark out of 100 for Knowledge and Understanding is scaled to give a number out of 80. This is added to the mark out of 20 for the Exploration to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Overall</b>	0 - 19	20 - 38	39 - 54	55 - 64	65 - 75	76 - 85	86 - 100

## Analysis & Approaches and Applications & Interpretations (Higher level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Knowledge and Understanding	1	7	80%
<b>B</b>	Mathematical Exploration	1	7	20%

### Description of Components

#### Knowledge and Understanding

Students undertake regular assessments that contain a combination of Paper 1, Paper 2 and Paper 3 questions. Cumulative tests are taken at different stages of each topic. A cumulative exam is taken in each semester of Years 12 and 13. In each semester, an overall percentage is calculated, with appropriate weighting given to different tasks. To arrive at an overall achievement grade, marks for all tasks are combined together and scaled to give a mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Knowledge and understanding</b>	0 - 21	22 - 32	33 - 43	44 - 54	55 - 65	66 - 79	80 - 100

#### Mathematical Exploration

The internal assessment component of the course, the Exploration, contributes 20% to the final grade. The Exploration is intended to provide students with opportunities to increase their understanding of mathematical concepts and processes, and develop a wider appreciation of mathematics.

While work on this is undertaken over the course of Year 12, guided by the teacher, it is formally assessed in Year 13. The grade boundaries below are applied to give a 1-7 grade.

Exploration	1	2	3	4	5	6	7
	0 - 2	3 - 5	6 - 8	9 - 12	13 - 15	16 - 17	18 - 20

### Method of Determining Overall Achievement Grade

In Semesters 1 and 2 of Year 12 and Semester 1 of Year 13, the overall achievement grade is the same as the grade for Knowledge and Understanding.

In Semester 2 of Year 13, the mark out of 100 for Knowledge and Understanding is scaled to give a number out of 80. This is added to the mark out of 20 for the Exploration to give a number out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Overall</b>	0 - 21	22 - 32	33 - 43	44 - 54	55 - 65	66 - 79	80 - 100

## Group 6 – The Arts

### Film (Standard Level)

#### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Textual Analysis	1	7	30%
<b>B</b>	Comparative Study	1	7	30%
<b>C</b>	Film Portfolio	1	7	40%

#### Description of Components

##### Textual Analysis

Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**. Throughout the course, students learn how to analyse different elements of film, including production elements like camera, editing, sound; story elements like character, structuring of time, narrative point of view; and other filmic elements, such as genre, film movements and auteur theory. Tasks are marked out of 24 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Textual Analysis / 24	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 10	11 - 13	14 - 16	17 - 20	21 - 24

##### Comparative Study

Students carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. In preparation for this task, students will study different film movements, genres and directors. Tasks are marked out of 32 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Comparative Study / 32	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 13	14 - 17	18 - 22	23 - 26	27 - 32

##### Film Portfolio

Students undertake a variety of filmmaking exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. This activity also helps students decide on what role they would like to take in the Collaborative Film Project. Tasks are marked out of 30 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Film Portfolio / 30	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 11	12 - 15	16 - 19	20 - 23	24 - 30

### **Method of Determining Overall Achievement Grade**

In assessment periods when a component is assessed a number of times, a “best fit” approach will be used to decide upon an overall grade. The three overall grades are then combined to give a mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 28	29 - 40	41 - 53	54 - 67	68 - 80	81 - 100



## Film (Higher Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
A	Textual Analysis	1	7	20%
B	Comparative Study	1	7	20%
C	Film Portfolio	1	7	25%
D	Collaborative Film Project	1	7	35%

### Description of Components

#### Textual Analysis

Students demonstrate their knowledge and understanding of how meaning is constructed in film. They do this through a written analysis of a prescribed film text, based on a chosen extract (lasting no more than five minutes) from that film. Students consider the **cultural context** of the film and a variety of **film elements**. Throughout the course, students learn how to analyse different elements of film, including production elements like camera, editing, sound; story elements like character, structuring of time, narrative point of view; and other filmic elements, such as genre, film movements and auteur theory. Tasks are marked out of 24 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Textual Analysis / 24	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 10	11 - 13	14 - 16	17 - 20	21 - 24

#### Comparative Study

Students carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. In preparation for this task, students will study different film movements, genres and directors. Tasks are marked out of 32 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Comparative Study / 32	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 13	14 - 17	18 - 22	23 - 26	27 - 32

#### Film Portfolio

Students undertake a variety of filmmaking exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. This activity also helps students decide on what role they would like to take in the Collaborative Film Project. Tasks are marked out of 30 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Film Portfolio / 30	1	2	3	4	5	6	7
	0 - 3	4 - 7	8 - 11	12 - 15	16 - 19	20 - 23	24 - 30

#### Collaborative Film Project

Making clear links to films and filmmakers they have encountered, and skills and techniques acquired, students work collaboratively in a **core production team** to plan and create an original completed film. Students submit a single production piece and each project may be the work of an individual or

of a group of students. Students chose a role to be undertaken for assessment purposes, that of director, writer, cinematographer, sound designer or editor. Tasks are marked out of 24 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

<b>Collaborative Film Project / 24</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 3	4 - 6	7 - 10	11 - 13	14 - 16	17 - 20	21 - 24

### **Method of Determining Overall Achievement Grade**

In assessment periods when a component is assessed a number of times, a “best fit” approach will be used to decide upon an overall grade. The three overall grades are then combined to give a mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 28	29 - 40	41 - 53	54 - 67	68 - 80	81 - 100

## Music (Standard Level)

	Component	Minimum	Maximum	Weighting
<b>A</b>	Exploring music in context	1	7	30%
<b>B</b>	Experimenting with music	1	7	30%
<b>C</b>	Presenting music	1	7	40%

### Description of Components

#### Exploring music in context

Exploring music is one of the processes of studying and investigating music. Students will explore and investigate unfamiliar music and extract and apply their discoveries to create and perform music. Students will submit written work evidencing research and the practical implications of composing and performing music. This will be accompanied by one example of a creating exercise and one example of a performed adaptation as evidence of their practical understanding. Tasks are marked out of 24 using the published markschemes and assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Exploring Music/ 24	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

#### Experimenting with music

Experimenting is a dynamic process and fundamental to creative music-making. Students will connect theoretical studies to practical work through exploring and presenting which involves a range of activities including composing, arranging, improvisation and performance. Students will submit portfolio excerpts and samples of their creating and performances. Tasks are marked out of 28 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Experimenting with Music / 20	1	2	3	4	5	6	7
	0 - 3	4 - 8	9 - 12	13 - 16	17 - 20	21 - 24	25 - 28

#### Presenting music

Presenting music is a process inherent to music-making and students will engage in public performances or the sharing of compositions regularly as part of the course. Students will submit a selection of their compositions or improvisations and performances. This portfolio will include program notes detailing how they have applied their discoveries as music researchers to the process of presenting music. The grade boundaries below are applied to give a 1-7 grade.

Presenting Music / 30	1	2	3	4	5	6	7
	0 - 4	5 - 10	11 - 16	17 - 22	23 - 28	29 - 34	35 - 38

### Method of Determining Overall Achievement Grade

In each semester, the marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

Overall / 100	1	2	3	4	5	6	7
	0 - 9	10 - 20	21 - 32	33 - 48	49 - 65	66 - 81	82 - 100

## Music (Higher Level)

	Component	Minimum	Maximum	Weighting
<b>A</b>	Exploring music in context	1	7	20%
<b>B</b>	Experimenting with music	1	7	20%
<b>C</b>	Presenting music	1	7	30%
<b>D</b>	The Contemporary music-maker	1	7	30%

### Description of Components

#### Exploring music in context

Exploring music is one of the processes of studying and investigating music. Students will explore and investigate unfamiliar music and extract and apply their discoveries to create and perform music. Students will submit written work evidencing research and the practical implications of composing and performing music. This will be accompanied by one example of a creating exercise and one example of a performed adaptation as evidence of their practical understanding. Tasks are marked out of 24 using the published markschemes and assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Exploring Music/ 24	1	2	3	4	5	6	7
	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

#### Experimenting with music

Experimenting is a dynamic process and fundamental to creative music-making. Students will connect theoretical studies to practical work through exploring and presenting which involves a range of activities including composing, arranging, improvisation and performance. Students will submit portfolio excerpts and samples of their creating and performances. Tasks are marked out of 28 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

Experimenting with Music / 20	1	2	3	4	5	6	7
	0 - 3	4 - 8	9 - 12	13 - 16	17 - 20	21 - 24	25 - 28

#### Presenting music

Presenting music is a process inherent to music-making and students will engage in public performances or the sharing of compositions regularly as part of the course. Students will submit a selection of their compositions or improvisations and performances. This portfolio will include program notes detailing how they have applied their discoveries as music researchers to the process of presenting music. The grade boundaries below are applied to give a 1-7 grade.

Presenting Music / 38	1	2	3	4	5	6	7
	0 - 4	5 - 10	11 - 16	17 - 22	23 - 28	29 - 34	35 - 38

#### The Contemporary music-maker

This is a collaborative real-life contemporary music project. Students investigate the potential opportunities, limitations and demands of being a musician in the 21st century. Students submit a continuous multimedia presentation documenting their real-life project that includes the final presentation. Tasks are marked out of 32 using the published assessment rubrics. The grade boundaries below are applied to give a 1-7 grade.

<b>Contemporary Music Maker / 32</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 28	29 - 32

### Method of Determining Overall Achievement Grade

In each semester, the marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 9	10 - 20	21 - 32	33 - 48	49 - 65	66 - 81	82 - 100

## Theatre (Standard Level)

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Production Proposal	1	7	30%
<b>B</b>	Research Presentation	1	7	30%
<b>C</b>	Collaborative Project	1	7	40%

### Description of Components

#### Production Proposal

Students at SL (and HL) choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits a production proposal (maximum of 12 pages of written text and images, with written text not exceeding 4,000 words maximum) plus a list of all sources used.

	1	2	3	4	5	6	7
<b>Production Proposal / 20</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

#### Research Presentation

Students at SL (and HL) plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.

- A video recording of the student's research presentation (15 minutes maximum).
- A list of all sources cited and any additional resources used by the student during the presentation.

	1	2	3	4	5	6	7
<b>Research Presentation/ 24</b>	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

#### Collaborative Project

Students at SL (and HL) collaboratively create and perform an original piece of theatre (lasting 7–10 minutes) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.

- A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words maximum) plus a list of all sources used.
- A video recording of the final piece (10 minutes maximum).

	1	2	3	4	5	6	7
<b>Collaborative Project / 24</b>	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

### Method of Determining Overall Achievement Grade

In each semester, the marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
Overall / 100	0 - 9	10 - 20	21 - 31	32 - 48	49 - 65	66 - 81	82 - 100

## Theatre (Higher Level)

### Assessment Tasks

	Component	Minimum	Maximum	Weighting
<b>A</b>	Production Proposal	1	7	20%
<b>B</b>	Research Presentation	1	7	20%
<b>C</b>	Collaborative Project	1	7	25%
<b>D</b>	Solo Theatre Piece	1	7	35%

### Description of Components

#### Production Proposal

Students at (SL and) HL choose a published play text they have not previously studied and formulate a vision for the design and theoretical staging of the entire play text for an audience. These ideas are presented in the form of a proposal. Each student submits a production proposal (maximum of 12 pages of written text and images, with written text not exceeding 4,000 words maximum) plus a list of all sources used.

	1	2	3	4	5	6	7
<b>Production Proposal/ 20</b>	0 - 2	3 - 5	6 - 8	9 - 11	12 - 14	15 - 17	18 - 20

#### Research Presentation

Students at (SL and) HL plan, deliver and video record an individual research presentation (15 minutes maximum) in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition they have not previously studied. Each student submits the following.

- A video recording of the student's research presentation (15 minutes maximum).
- A list of all sources cited and any additional resources used by the student during the presentation.

	1	2	3	4	5	6	7
<b>Research Presentation / 24</b>	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

#### Collaborative Project

Students at (SL and) HL collaboratively create and perform an original piece of theatre (lasting 7–10 minutes) created from a starting point of their choice. The piece is presented to an audience as a fully-realized production. Each student submits the following.

- A project report (a maximum of 10 pages of written text and images, with written text not exceeding 4,000 words maximum) plus a list of all sources used.
- A video recording of the final piece (10 minutes maximum).

	1	2	3	4	5	6	7
<b>Collaborative Project / 24</b>	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

#### Solo Theatre Piece

Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of theory and create and present a solo theatre piece (4-7 minutes) that demonstrates the practical application of this theory to a theatre piece for an audience. Each student submits the following.



- a) A report (2,500 words maximum) plus a list of all primary and secondary sources cited.  
 b) A continuous unedited video recording of the whole solo theatre piece (4-7 minutes).

	1	2	3	4	5	6	7
<b>Solo Theatre Piece / 24</b>	0 - 3	4 - 6	7 - 10	11 - 14	15 - 18	19 - 21	22 - 24

### **Method of Determining Overall Achievement Grade**

In each semester, the marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

	1	2	3	4	5	6	7
<b>Overall / 100</b>	0 - 10	11 - 21	22 - 33	34 - 49	50 - 65	66 - 81	82 - 100

## Visual Arts

### Assessment Components

	Component	Minimum	Maximum	Weighting
<b>A</b>	Comparative Study	1	7	20%
<b>B</b>	Process Portfolio	1	7	40%
<b>C</b>	Exhibition	1	7	40%

The course content for HL and SL is assessed using all 3 components, however, due to the different amount of time available for each, students at HL are expected to develop a larger body of work and work of greater depth and complexity.

### Description of Components

#### Comparative Study

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts. Students submit 'screens' which examine and compare at least three artworks, at least two of which need to be by different artists. The works selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). Students submit a list of sources used and HL students are required to submit additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. The comparative study is marked out of 30 (SL) or 42 (HL) using the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

1.

Comparative Study / 30 (SL)	1	2	3	4	5	6	7
	0 - 4	5 - 9	10 - 14	15 - 18	19 - 22	23 - 26	27 - 30

Comparative Study / 42 (HL)	1	2	3	4	5	6	7
	0 - 5	6 - 11	12 - 17	18 - 23	24 - 29	30 - 35	36 - 42

#### Process Portfolio

For this aspect of the course, students submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the course. Students submit 'screens' which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. The process portfolio is marked out of 34 (both SL and HL) using the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

Process Portfolio / 34	1	2	3	4	5	6	7
	0 - 5	6 - 9	10 - 13	14 - 18	19 - 24	25 - 29	30 - 34

#### Exhibition

For this aspect of the course, students submit for assessment a selection of resolved artworks for their exhibition. The selected pieces should show evidence of their technical accomplishment and an

understanding of the use of materials, ideas and practices to realize their intentions. Students also evidence the decision-making process which underpins the selection of this connected and cohesive body of work for an audience in the form of a curatorial rationale. During the course students will have learned the skills and techniques necessary to produce their own independent artwork in a variety of media. Students will select the required number of pieces to best match the task requirements and demonstrate their highest achievement. Students at SL select 4–7 artworks for submission while students at HL select 8–11 artworks for submission. The final presentation of the work is assessed in the context of the presentation as a whole (including the accompanying text) and is marked out of 30 (both SL and HL) using the published assessment rubric. The grade boundaries below are applied to give a 1-7 grade.

<b>Exhibition</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>/ 30</b>	0 - 4	5 - 8	9 - 13	14 - 17	18 - 22	23 - 26	27 - 30

### **Method of Determining Overall Achievement Grade**

In each semester, the comparative study, the process portfolio and the exhibition components will be assessed and a “best fit” approach will be used to decide upon a mark for that component. The marks for the separate components are combined together using the weightings given and scaled to give a total mark out of 100. The grade boundaries below are applied to give a 1-7 grade.

<b>Overall / 100</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
	0 - 13	14 - 28	29 - 43	44 - 58	59 - 70	71 - 85	86 - 100