



Wooster High School

An International Baccalaureate
World School

The International Baccalaureate
DIPLOMA PROGRAMME

A guide for students and parents



THE INTERNATIONAL BACCALAUREATE

Diploma Programme

The curriculum contains six subject groups together with creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (ToK). This is illustrated by the below Diploma Programme model.



DIPLOMA CURRICULUM & REQUIREMENTS:

- One course from each of the 6 subject areas over the course of junior/senior year (3 at higher level, 3 at standard level)
- Theory of Knowledge (ToK) course (taken zero period two days a week, or as an elective during the day)
- Successful completion of the Extended Essay (EE)
- Successful completion of Creativity/Activity/Service (CAS)

IB DIPLOMA COURSES:

Group 1 – English

English Literature (HL)
English Language and Literature (SL)

Group 2 – World Language

Spanish (SL/HL)
French (SL/HL)
Chinese (SL)

Group 3 – Individuals and Societies

History of the Americas (HL)
Psychology (SL/HL)

Group 4 – Sciences

Biology (SL/HL)
Chemistry (SL/HL)
Physics (SL)
Design Technology (SL)

Group 5 – Mathematics

Math Studies (SL)
Mathematics (HL)

Group 6 – Fine Arts

Theatre (SL/HL)
Visual Arts (SL/HL)
Music (SL) (offered every other year)
(OR a 2nd science OR Psychology)

HIGHER LEVEL COURSES (two year courses):

- All students take History of the Americas HL for two years
- English, World Language, Math, Biology, Chemistry, Theater, Visual Arts and Psychology may be taken for a second year at the HL level

STANDARD LEVEL COURSES

- One year courses:
Biology, Chemistry, Physics, Design Technology, Math Studies, Psychology (and Music every other year)
- Two year courses:
English, World Language, Theater, and Visual Arts

English is a two year course that once begun at SL must remain for 2 years at SL; likewise, if begun at HL, the course must remain HL.

World Language, Theatre and Visual Arts are begun at SL; students may choose to remain SL or move up to HL at the end of their junior year.

COURSE SCHEDULING (Example)

Junior Year:

HIGHER LEVEL <ol style="list-style-type: none">1. History of the Americas HL2. English HL3.	STANDARD LEVEL <ol style="list-style-type: none">1. Spanish SL I2. Biology SL3. Theatre SL I	CORE ToK (class) EE CAS
--	---	---

Senior Year:

HIGHER LEVEL <ol style="list-style-type: none">1. History of the Americas HL2. English HL3. Biology HL	STANDARD LEVEL <ol style="list-style-type: none">1. Spanish SL II2. Math Studies SL3. Theatre SL II	CORE ToK (class) EE CAS
---	--	---

IB COURSE ASSESSMENT

Candidates are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal Assessment

In all subjects, a portion of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study, and then report those marks to the IB. Examples include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations and artistic performances.

External Assessment

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include written assignments for language subjects in groups 1 and 2, the essay for theory of knowledge and the extended essay. Other assessments occur in May under strict examination conditions. (See below and Assessment Diagram p13).

IB Exams

Juniors: Maximum 2 exams (usually Science and/or Psychology and/or Music)

Seniors: All remain courses exams + ToK exam; submission of EE and CAS

All Exams (except ToK) have 4+ components:

INTERNAL ASSESSMENTS – due end of February

- Eng, WL, ToK– oral commentary
- HOA – research paper
- Sciences – lab
- Mathematics – project

EXTERNAL ASSESSMENTS

- Written Task - (due end of February)
English, World Lang, and ToK
- Exams in May
Paper 1 & Paper 2 (Paper 3 in some HL)

DIPLOMA PROGRAMME CORE

In addition to completing the assessment requirements of six subjects, in order to be eligible for the award of the diploma a candidate must also meet the requirements of theory of knowledge (ToK), the extended essay (EE) and creativity, activity, service (CAS).

Theory of knowledge

A diploma candidate must follow a theory of knowledge (TOK) course. This course asks students to reflect on the nature of knowledge, and on how we know what we claim to know. It is a thoughtful, purposeful inquiry course that delves into different ways of knowing and areas of knowledge.

Extended essay

A diploma candidate must complete and submit an extended essay (EE), which is a substantial piece of independent, self-directed research that culminates with a 4,000 words paper. The EE provides practical preparation for undergraduate research, and an opportunity for students to investigate a topic of special interest to them, Students develop skills in formulating appropriate research questions, communicating ideas and developing arguments.

Creativity, action, service

A diploma candidate must engage in a programme of extra-curricular activities known as creativity, activity, service (CAS). CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

REQUIREMENTS TO EARN THE IB DIPLOMA

- Earn a **MINIMUM** of 24 total points on exams (IB grades exams on a scale of 1 – 7 so average a 4 on all exams).
- Earn a combined **MINIMUM** of 12 points on HL subject exams.
- NO grade of 1
- No more than 2 grades of 2
- No more than 4 grades of 3 or less
- ToK grade of A, B, C or D (No grade E or N)
- EE grade of A, B, C or D (No grade E or N)
- CAS completed (yes/no)

In other words (example):

HL exam scores

HoA – 5
Eng – 5
Chem – 2
<hr/>
Total 12

SL exam scores

Span – 4
Math Studies – 5
Art – 3
<hr/>
Total 12

Core

ToK – D
EE – D
CAS – Yes
<hr/>
Passed



The Extended Essay at a glance

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay. An assessment of this reflection process is made under Criterion E (Engagement) using the *Reflections on planning and progress form*. The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

Key features

- The extended essay is compulsory for all students taking the Diploma Programme
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

Aims

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

Assessment of the extended essay

Assessment of the extended essay is a combination of formative assessment (the *Reflections on planning and progress form*) and summative assessment (the extended essay itself). Generic assessment criteria are used with subject-specific interpretations.

Assessment Overview

Criterion A: focus and method	Criterion B: knowledge and understanding	Criterion C: critical thinking	Criterion D: presentation	Criterion E: engagement
<ul style="list-style-type: none">• Topic• Research question• Methodology	<ul style="list-style-type: none">• Context• Subject-specific terminology and concepts	<ul style="list-style-type: none">• Research• Analysis• Discussion and evaluation	<ul style="list-style-type: none">• Structure• Layout	<ul style="list-style-type: none">• Process• Research focus
Marks	Marks	Marks	Marks	Marks
6	6	12	4	6

Total marks available: 34

Understanding the EE criteria

The following is intended to help you understand each criterion in terms of what should be included in the extended essay to achieve the highest level.

Each criterion is organized at three levels of information. Firstly, the **markband**, which relates to the mark range available; secondly, **the strand**, which relates to what is being assessed; and, thirdly, **the indicators**, which are the demonstration of the strands within a markband.

Criterion	Understanding the criterion
<p style="text-align: center;">A: Focus and Method</p>	<p>This criterion focuses on the topic, the research question and the methodology. It assesses the explanation of the focus of the research (this includes the topic and the research question), how the research will be undertaken, and how the focus is maintained throughout the essay.</p> <ol style="list-style-type: none"> 1. The topic chosen is identified and explained to readers in terms of contextualizing and justifying its worthiness. <ul style="list-style-type: none"> ○ How well does the research paper identify and communicate the chosen topic? 2. The purpose and focus of the research to be addressed is within the scope of a 4,000-word extended essay, is outlined in the introduction and specified as a research question. <ul style="list-style-type: none"> ○ Is the research question appropriate given the scope of the task? For example, is the topic sufficiently focused to be adequately addressed within the requirements of the task? ○ Is the research question clearly stated, focused and based on/situated against background knowledge and understanding of the chosen subject/topic area? ○ Is the focus of the research question maintained throughout the essay? 3. The research is planned and appropriate methods of data collection (methodology) are chosen and identified in order to address the research question. <ul style="list-style-type: none"> ○ Is there evidence of effective and informed source/method selection with regard to the choice of appropriate sources and/or method(s) used to gather information, including narrowing of scope the range of sources/methods, in order to address the research question within the constraints of the word limit? 4. Sources/methods are considered relevant/appropriate or sufficient in so far as the academic standards for the discipline are concerned. For example, for an economics essay, it would not be sufficient to only use textbooks but rather include reports and data. There is no consideration of the research question as such.
<p style="text-align: center;">B: Knowledge and Understanding</p>	<p>This criterion assesses the extent to which the research relates to the subject area/discipline used to explore the research question, or in the case of the world studies extended essay, the issue addressed and the two disciplinary perspectives applied, and additionally the way in which this knowledge and understanding is demonstrated through the use of appropriate terminology and concepts.</p> <ol style="list-style-type: none"> 1. The research question being investigated is put into the context of the subject/discipline/issue. <ul style="list-style-type: none"> ○ Demonstration of the appropriate and relevant selection and application of the sources is identified. 2. Knowledge and understanding of the topic chosen and the research question posed is demonstrated with appropriate subject-specific terminology. <ul style="list-style-type: none"> ○ The use of subject-specific terminology and/or concepts is an indicator of knowledge and understanding of the discipline(s)/issue discussed. 3. Sources/methods are assessed here in terms of their appropriateness to the research question

<p style="text-align: center;">C: Critical Thinking</p>	<p>This criterion assesses the extent to which critical thinking skills have been used to analyse and evaluate the research undertaken.</p> <ol style="list-style-type: none"> 1. The selection and application of the research presented is relevant and appropriate to the research question. 2. The appropriateness of sources/methods in terms of how they have been used in the development of the argument presented. 3. The analysis of the research is effective and focused on the research question. 4. The discussion of the research develops a clear and coherent reasoned argument in relation to the research question. 5. There is a critical evaluation of the arguments presented in the essay. <p>Unlikely or unexpected outcomes can also demonstrate critical thinking.</p>
<p style="text-align: center;">D: Presentation</p>	<p>This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.</p> <ol style="list-style-type: none"> 1. Structure: the structure of the essay is compatible with the expected conventions of a research paper in the subject for which the essay has been submitted. (Examiners, supervisors and students are advised to check the guidance given in the <i>Extended essay guide</i> for the relevant subject.) 2. Layout: title page, table of contents, page numbers, section headings (where appropriate), effective inclusion of illustrative materials (tables, graphs, illustrations, appropriately labelled) and quotations, bibliography and referencing. <ul style="list-style-type: none"> ○ The referencing system should be correctly and consistently applied and should contain the minimum information as detailed in the <i>Extended essay guide</i>.* ○ The extended essay has not exceeded the maximum word limit.** <p>* If referencing does not meet this minimum standard work should be considered as a case of possible academic misconduct.</p> <p>** If the essay exceeds 4,000 words, examiners should not read or assess beyond the maximum 4,000-word limit. Students who exceed the word limit will compromise the assessment of their extended essay across all criteria. For example, in criterion B, any knowledge and understanding demonstrated beyond the 4,000-word limit will be treated as if it were not present; in criterion C, any analysis, discussion or evaluation made beyond the 4,000-word limit will be treated as if the point had not been made. Given the holistic nature of the assessment criteria, students who write in excess of the word limit will self-penalize across all criteria.</p>
<p style="text-align: center;">E: Engagement</p>	<p>This criterion assesses the student’s engagement with their research focus and the research process. It will be applied by the examiner at the end of the assessment of the essay, after considering the student’s <i>Reflections on planning and progress form</i>.</p> <ol style="list-style-type: none"> 1. Engagement with the process: the student has engaged in discussions with their supervisor in the planning and progress of their research; the student is able to reflect on and refine the research process, and react to insights gained through the exploration of their research question; the student is able to evaluate decisions made throughout the research process and suggest improvements for their own working practices. 2. Engagement with their research focus: an insight into the student’s thinking, intellectual initiative and creative approach through reflections on the thought and research process; the extent to which the student voice is present rather than that of the supervisor and academics; is the student’s engagement reflected?

CAS – A (somewhat) brief explanation

Successful completion of CAS is a requirement for the award of the IB Diploma. While not formally assessed, students reflect on their CAS experiences and provide evidence in their CAS portfolios of achieving the seven learning outcomes.

The CAS programme begins at the start of the Diploma Programme (the first day after completion of 10th grade) **and continues regularly, ideally on a weekly basis, for at least 18 months** with a reasonable balance between creativity, activity, and service.

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with CAS. The CAS portfolio is a collection of evidence that showcases CAS experiences and for student reflections; it is not formally assessed.

Completion of CAS is based on student achievement of the seven CAS learning outcomes. Through their CAS portfolio, students provide the school with evidence demonstrating achievement of each learning outcome.

Further, students undertake a CAS project of at least one month's duration that challenges students to show initiative, demonstrate perseverance, and develop skills such as collaboration, problem-solving, and decision-making. The CAS project can address any single strand of CAS, or combine two or all three strands.

Students use the CAS stages (investigation, preparation, action, reflection and demonstration) as a framework for CAS experiences and the CAS project.

There are three formal documented interviews students must have with their CAS coordinator/adviser. The first interview is at the beginning of the CAS programme, the second at the end of the first year, and the third interview is at the end of the CAS programme.

CAS emphasizes **reflection**, which is central to building a deep and rich experience in CAS. Reflection informs students' learning and growth by allowing students to explore ideas, skills, strengths, limitations and areas for further development and consider how they may use prior learning in new contexts.

CAS is organized around the three strands of **creativity, activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Understanding the CAS Learning Outcomes

The following chart shows example descriptors for each CAS learning outcome. These descriptors are provided only as suggestions; they are not exhaustive, and can be adapted, edited, and more may be added. Further, not all descriptors must be met; it is the CAS coordinator's decision with the student as to whether the CAS learning outcome has been achieved.

Learning outcome 1: Identify own strengths and develop areas for growth

Suggested descriptors

The student:

- Is aware of own strengths and weaknesses
- is open to improvement and growth opportunities
- is able to propose activities according to own interests and talents
- is willing to participate in different activities
- is able to undertake a thoughtful self-evaluation
- is able to see themselves as individuals with various abilities and skills, some more developed than others.

Learning outcome 2: Demonstrate that challenges have been undertaken, developing new skills in the process

Suggested descriptors

The student:

- participates in an experience that demands an appropriate personal challenge; this could be with new or familiar experiences
- is willing to become involved in unfamiliar environments and situations
- acquires new skills and abilities
- increases expertise in an established area
- shows newly acquired or developed skills or increased expertise in an established area.

Learning outcome 3: Demonstrate how to initiate and plan a CAS experience

Suggested descriptors

The student:

- is able to articulate the CAS stages including investigation, preparation, action, reflection (ongoing) and demonstration, moving from conceiving an idea to carrying out a plan for a CAS experience or series of CAS experiences
- demonstrates knowledge and awareness by building on a previous CAS experience
- shows initiative by launching a new idea or process
- suggests creative ideas, proposals or solutions
- integrates reflective thoughts in planning or taking initiative
- is aware of roles and responsibilities when designing an individual or collective CAS experience
- shows responsible attitude to CAS project planning
- is able to develop a coherent action plan taking into account the aim or purpose, activities and resources.

Learning outcome 4: Show commitment to and perseverance in CAS experiences

Suggested descriptors

The student:

- demonstrates regular involvement and active engagement with CAS experiences and CAS project
- is able to foresee potential challenges to the initial plan and consider valid alternatives and contingencies
- demonstrates adaptability to uncertainties and changes
- gets involved in long-term CAS experiences and CAS project.

Learning outcome 5: Demonstrate the skills and recognize the benefits of working collaboratively

Suggested descriptors

The student:

- shares skills and knowledge
- listens respectfully to proposals from peers
- is willing to take on different roles within a team
- shows respect for different points of view and ideas
- makes valuable contributions
- is responsible for participating in the group
- readily assists others
- is able to identify, demonstrate and discuss critically the benefits and challenges of collaboration gained through CAS experiences.

Learning outcome 6: Demonstrate engagement with issues of global significance

Suggested descriptors

The student:

- recognizes the global implications of local issues
- is able to identify global issues in the local or national community
- shows awareness of issues of global importance and takes concrete and appropriate actions in response to them either locally, nationally or internationally
- gets involved in CAS projects addressing global issues in a local, national or international context
- develops awareness and responsibility towards a shared humanity.

Learning outcome 7: Recognize and consider the ethics of choices and actions

Suggested descriptors

The student:

- recognizes ethical issues
- is able to explain the social influences on one's ethical identity
- takes into account cultural context when making a plan or ethical decision
- identifies what is needed to know in order to make an ethical decision
- articulates ethical principles and approaches to ethical decisions
- shows accountability for choices and actions
- is aware of the consequences of choices and actions regarding self, others involved and the community
- integrates the process of reflection when facing an ethical decision
- shows awareness of the potential and varied consequences of choices and actions in planning and carrying out CAS experiences.

CAS PORTFOLIO CHECK LIST

My CAS Programme	Yes/no	Notes:	Date:
Shows evidence of planning a CAS Programme			
Shows regular commitment over at least 18 months to CAS			
Demonstrates understanding and ability to use the CAS stages when planning CAS experiences			
Demonstrates balance between creativity, activity and service			
At least one planned project undertaken over at least one month			
Evidence of achieving all 7 learning outcomes:			
LO1. Identify own strengths and develop areas for growth			
LO2. Demonstrate that challenges have been undertaken developing new skills in the process			
LO3. Demonstrate how to initiate and plan a CAS experience			
LO4. Show commitment to and perseverance in CAS experiences			
LO5. Demonstrate the skills and recognize the benefits of working collaborative			
LO6. Demonstrate engagement with issues of global significance			
LO7. Recognize and consider the ethics of choices and actions.			
Reflections completed on significant CAS experiences			
Supervisor reports supplied where necessary			
CAS Interview 1 completed			
CAS Interview 2 completed			
CAS Interview 3 completed			
CAS PORTFOLIO COMPLETED			

CAS EXPERIENCE



Instructions: Complete this form for all of your CAS experiences, and keep them in your portfolio as a record of each experience.

Student Name: _____

Date(s) of the experience: _____

CAS GUIDELINES: A CAS experience must:

- fit within one or more of the CAS strands
- be based on a personal interest, skill, talent or opportunity for growth
- provide opportunities to develop the attributes of the IB learner profile
- not be used or included in the student's Diploma course requirements

BEFORE YOU START: Guiding Questions – Ask yourself these questions before you begin *(feel free to take notes & keep in your portfolio):*

1. Does the event meet the guidelines for a CAS experience?
2. What attributes of the Learner Profile can be emphasized in the proposed experience, what may be left out? Why?

Inquirers Knowledgeable Thinkers Communicators	Principled Open-minded Caring	Risk-takers Balanced Reflective
---	-------------------------------------	---------------------------------------

3. Does the event or organization respect the differences of other individuals and groups?
4. Will the event or organization increase my understanding of language, culture, other perspectives or international mindedness?
5. What are the stated goals of the organization with which you will be undertaking the experiences? How do these goals relate to the mission statement of the IB or the attributes of the learner profile?
6. Does the event have the potential to impact the environment?
7. How have you considered the legal or health and safety implications of your CAS experience?

1. CAS Experience (briefly explain what you did or plan to do)?

2. CAS STRAND – Circle one or more of the three strands below that were met by your CAS experience.

CREATIVITY	ACTIVITY	SERVICE
Exploring and extending ideas leading to an original or interpretive product or performance.	Physical exertion contributing to a healthy lifestyle.	Meaningful contribution to your community and society.

3. CAS Learning Outcomes - Check the learning outcomes that apply to this CAS Experience.

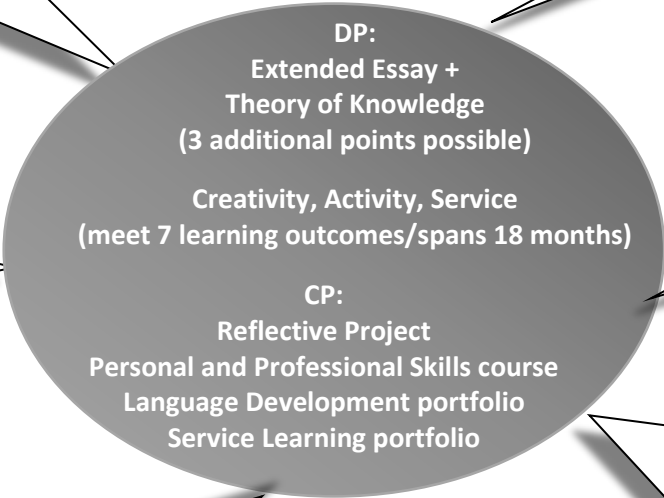
		<i>Check the learning outcomes that apply to this CAS Experience.</i>
1	Identify own strengths and develop areas for growth	
2	Demonstrate that challenges have been undertaken developing new skills in the process	
3	Demonstrate how to initiate and plan a CAS experience	
4	Show commitment to and perseverance in CAS experiences	
5	Demonstrate the skills and recognize the benefits of working collaborative	
6	Demonstrate engagement with issues of global significance	
7	Recognize and consider the ethics of choices and actions.	

While it is not necessary for each CAS experience to address a CAS learning outcome, upon completion of the CAS programme, CAS students are required to present evidence demonstrating achievement of all CAS learning outcomes.

Assessments of the IB Programmes Wooster High School

*Diploma Programme: Minimum 24 points +
completion of Core

*Career-Related Programme: At least two exam
scores of "3" + completion of Core
& Career-related path



Language Acquisition (Group 2)

French B/Spanish B/Chinese B	SL	HL
Paper 1: Receptive skills (short ans.)	25%	25%
Paper 2: Written skills (essay)	25%	25%
Written assignment	20%	20%
IA – Individual oral	20%	20%
IA – Interactive oral activity	10%	10%

Individuals and Societies (Group 3)

History of the Americas	HL
Paper 1: Source-based paper (1 topic/4 questions)	20%
Paper 2: Two essays (choose 2 on 2 diff. topics)	25%
Paper 3: History of the Americas (3 essay questions)	35%
IA – Historical Investigation essay	20%

Sciences (Group 4)

Biology	SL	HL
Paper 1 (MCQ)	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA – Lab and Group 4 project	20%	20%

Chemistry	SL
Paper 1 (MCQ)	20%
Paper 2	40%
Paper 3	20%
IA – Lab and Group 4 project	20%

Physics	SL
Paper 1 (MCQ)	20%
Paper 2	40%
Paper 3	20%
IA – Lab and Group 4 project	20%

Design Technology	SL
Paper 1 (MCQ)	30%
Paper 2	30%
IA – Lab and Group 4 project	40%

Studies in Language and Literature (Group 1)

English A: Literature	HL
Paper 1: Commentary	20%
Paper 2: Novels	25%
Written assignment	25%
IA – Oral commentary/discussion	15%
IA – Oral presentation	15%

English A: Language & Literature	SL
Paper 1: Textual Analysis	25%
Paper 2: Novels	25%
Written assignment	20%
IA – Oral commentary/discussion	15%
IA – Further oral activity	15%

Mathematics (Group 5)

Math Studies	SL
Paper 1	40%
Paper 2	40%
IA – Project	20%

Mathematics	HL
Paper 1 (no calculator)	30%
Paper 2	30%
Paper 3	20%
IA – Mathematical Exploration	20%

Fine Arts (and Electives) (Group 6)

Visual Arts	SL	HL
Comparative Study	20%	20%
Process Portfolio	40%	40%
IA – Exhibition	40%	40%

Theatre	SL	HL
Solo Theatre Piece	N/A	35%
Director's Notebook	35%	20%
Research Presentation	30%	20%
IA – Collaborative Project	35%	25%

Music SL	SL
Listening Paper	30%
Musical links investigation	20%
IA – creating or performing	50%

Psychology	SL
Paper 1	50%
Paper 2	30%
IA – Experimental Study	20%

IB DP Assessment Outlines

GROUP 1 – Language A

English Language & Literature (SL)

(first exams 2013)

Assessment component	Weighting
External assessment (3 hours)	70%
<p>Paper 1: Textual analysis (1 hour 30 minutes) The paper consists of two unseen texts. Students write an analysis of one of these texts. (20 marks)</p> <p style="text-align: right;">25%</p> <p>Paper 2: Essay (1 hour 30 minutes) In response to one of six questions students write an essay based on both the literary texts studied in part 3. The questions are the same at HL but the assessment criteria are different. (25 marks)</p> <p style="text-align: right;">25%</p> <p>Written task Students produce at least three written tasks based on material studied in the course. Students submit one written task for external assessment. (20 marks)</p> <p style="text-align: right;">20%</p> <p>This task must be 800–1,000 words in length plus a rationale of 200–300 words.</p>	
Internal assessment	30%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions.</p> <p style="text-align: right;">15%</p> <p>Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course.</p> <p style="text-align: right;">15%</p> <p>The mark of one further oral activity is submitted for final assessment. (30 marks)</p>	

Language A – English Literature (HL)

(first exams 2013)

Assessment component	Weighting
External assessment (4 hours)	70%
<p>Paper 1: Literary commentary (2 hours) The paper consists of two passages: one prose and one poetry. Students choose one and write a literary commentary. (20 marks)</p> <p style="text-align: right;">20%</p> <p>Paper 2: Essay (2 hours) The paper consists of three questions for each literary genre. In response to one question students write an essay based on at least two works studied in part 3. (25 marks)</p> <p style="text-align: right;">25%</p> <p>Written assignment Students submit a reflective statement and literary essay on one work studied in part 1. (25 marks) The reflective statement must be 300–400 words in length. The essay must be 1,200–1,500 words in length.</p> <p style="text-align: right;">25%</p>	
Internal assessment	30%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral commentary and discussion (20 minutes) Formal oral commentary on poetry studied in part 2 with subsequent questions (10 minutes) followed by a discussion based on one of the other part 2 works (10 minutes). (30 marks)</p> <p style="text-align: right;">15%</p> <p>Individual oral presentation (10–15 minutes) The presentation is based on works studied in part 4. It is internally assessed and externally moderated through the part 2 internal assessment task. (30 marks)</p> <p style="text-align: right;">15%</p>	

GROUP 2: Language B

French SL, Spanish SL, Chinese SL

(first exams 2015)

Assessment component	Weighting
External assessment	70%
Paper 1: Receptive skills (1 hour 30 minutes) Text-handling exercises on four written texts, based on the core.	25%
Paper 2: Written productive skills (1 hour 30 minutes) One writing exercise of 250–400 words from a choice of five, based on the options.	25%
Written assignment: Receptive and written productive skills Inter-textual reading followed by a written task of 300–400 words plus a 150–200 word rationale, based on the core.	20%
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

French HL, Spanish HL

(first exams 2015)

Assessment component	Weighting
External assessment	70%
Paper 1 (1 hour 30 minutes): Receptive skills Text-handling exercises on five written texts, based on the core.	25%
Paper 2 (1 hour 30 minutes): Written productive skills Two compulsory writing exercises. Section A: One task of 250–400 words, based on the options, to be selected from a choice of five. Section B: Response of 150–250 words to a stimulus text, based on the core.	25%
Written assignment: Receptive and written productive skills Creative writing of 500–600 words plus a 150–250 word rationale, based on one or both of the literary texts read.	20%
Internal assessment	30%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral (8–10 minutes) Based on the options: 15 minutes' preparation time and a 10 minute (maximum) presentation and discussion with the teacher.	20%
Interactive oral activity Based on the core: Three classroom activities assessed by the teacher.	10%

GROUP 3: Individuals & Societies**History of Americas (HoA) HL**

(first exams 2017)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	20%
Paper 2 (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	25%
Paper 3 (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)	35%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)	20%

Psychology SL

(first exams 2018)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (2 hours) Section A: Three compulsory questions on part 1 of the syllabus. Section B: Three questions on part 1 of the syllabus. Students choose one question to answer in essay form. (46 marks)	50%
Paper 2 (1 hour) Fifteen questions on part 2 of the syllabus. Students choose one question to answer in essay form. (22 marks)	25%
Internal assessment	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Psychological Investigation A report of a simple experimental study conducted by the student. (20 marks)	25%

GROUP 4: Sciences**Biology SL**

(first exams 2016)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) <ul style="list-style-type: none"> 30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers. (30 marks)	20%
Paper 2 (1 hour 15 minutes) <ul style="list-style-type: none"> Data-based question. Short-answer and extended-response questions on core material. One out of two extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (50 marks)	40%
Paper 3 (1 hour) <ul style="list-style-type: none"> This paper will have questions on core and SL option material. Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted (35 marks)	20%
Internal assessment (20 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice.	20%
Group 4 project (10 hours) Students are required to complete an interdisciplinary group project on a topic of their choice.	

Biology HL

(first exams 2016)

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (1 hour) <ul style="list-style-type: none"> 40 multiple-choice questions on core material and AHL material, about 15 of which are common with SL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers. (40 marks)	20%
Paper 2 (2 hour 15 minutes) <ul style="list-style-type: none"> Data-based question. Short-answer and extended-response questions on core and AHL material. Two out of three extended response questions to be attempted by candidates. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. (72 marks)	36%
Paper 3 (1 hour 15 minutes) <ul style="list-style-type: none"> This paper will have questions on core and SL option material. Section A: candidates answer all questions, two to three short-answer questions based on experimental skills and techniques, analysis and evaluation, using unseen data linked to the core material AHL material. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted (45 marks)	24%
Internal assessment (20 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice.	20%
Group 4 project (10 hours) Students are required to complete an interdisciplinary group project on a topic of their choice.	

Chemistry SL

(first exams 2016)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) <ul style="list-style-type: none"> 30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. Students will be provided with a periodic table. No marks are deducted for incorrect answers. (30 marks)	20%
Paper 2 (1 hour 15 minutes) <ul style="list-style-type: none"> Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. A chemistry data booklet is to be provided by the school. (50 marks)	40%
Paper 3 (1 hour) <ul style="list-style-type: none"> This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted A chemistry data booklet is to be provided by the school. (35 marks)	20%
Internal assessment (20 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice.	20%
Group 4 project (10 hours) Students are required to complete an interdisciplinary group project on a topic of their choice.	

Physics SL

(first exams 2016)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) <ul style="list-style-type: none"> 30 multiple-choice questions on core material, about 15 of which are common with HL. The questions on paper 1 test assessment objectives 1, 2 and 3. The use of calculators is not permitted. No marks are deducted for incorrect answers. A physics data booklet is provided. (30 marks)	20%
Paper 2 (1 hour 15 minutes) <ul style="list-style-type: none"> Short-answer and extended-response questions on core material. The questions on paper 2 test assessment objectives 1, 2 and 3. The use of calculators is permitted. A physics data booklet is to be provided by the school. (50 marks)	40%
Paper 3 (1 hour) <ul style="list-style-type: none"> This paper will have questions on core and SL option material. Section A: one data-based question and several short-answer questions on experimental work. Section B: short-answer and extended-response questions from one option. The questions on paper 3 test assessment objectives 1, 2 and 3. The use of calculators is permitted A physics data booklet is to be provided by the school. (35 marks)	20%
Internal assessment (20 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation (10 hours) Students are required to complete an individual investigation into a topic of their choice.	20%
Group 4 project (10 hours) Students are required to complete an interdisciplinary group project on a topic of their choice.	

Assessment component	Weighting
External assessment (2 hours 15 minutes)	60%
<p>Paper 1 (45 minutes)</p> <ul style="list-style-type: none"> • 30 multiple-choice questions on core material • The questions on paper 1 test assessment objectives 1 and 2 • The use of calculators is not permitted. • No marks are deducted for incorrect answers. • A physics data booklet is provided. <p>(30 marks)</p> <p>Paper 2 (1 hour 30 minutes)</p> <ul style="list-style-type: none"> • Section A: one data-based question and several short-answer questions on the core material (all compulsory). Maximum of 30 marks. • Section B: one extended-response question on the core material (from a choice of three). Maximum of 20 marks. • The questions on paper 2 test assessment objectives 1, 2 and 3. • The use of calculators is permitted. • This paper is common with HL paper 2. <p>(50 marks)</p>	30%
Internal assessment (50 hours)	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual design project (40 hours)</p> <ul style="list-style-type: none"> • This design project covers assessment objectives 1, 2, 3 and 4. • At SL, the design project is assessed against the 4 common criteria: <ul style="list-style-type: none"> Criterion A: Analysis of a design opportunity Criterion B: Conceptual design Criterion C: Development of a detailed design Criterion D: Testing and evaluation <p>Group 4 project (10 hours)</p> <p>Students are required to complete an interdisciplinary group project on a topic of their choice.</p>	40%

GROUP 5: Mathematics

Math Studies

(first exams 2014)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes) 15 compulsory short-response questions based on the whole syllabus. (90 marks)	40%
Paper 2 (1 hour 30 minutes) 6 compulsory extended-response questions based on the whole syllabus. (90 marks)	40%
Internal assessment (50 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual Project The project is an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. (20 marks)	20%

Math HL

(first exams 2014)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) No calculator allowed. Section A: Compulsory short-response questions based on the core syllabus. Section B: Compulsory extended-response questions based on the core syllabus. (100 marks)	30%
Paper 2 (2 hours) Graphic display calculator required. Section A: Compulsory short-response questions based on the core syllabus. Section B: Compulsory extended-response questions based on the core syllabus. (100 marks)	30%
Paper 3 (1 hour) Graphic display calculator required. Compulsory extended-response questions based mainly on the syllabus options. (50 marks)	20%
Internal assessment (50 hours)	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Mathematical exploration Internal assessment in mathematics HL is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Group 6: Fine Arts

Music SL

(first exams 2011)

Assessment component	Weighting
External assessment	50%
<p>Listening paper (2 hours) Four musical perception questions (80 marks)</p> <p>Section A: Students answer one question.</p> <ul style="list-style-type: none"> Question 1 or Question 2 (20 marks) <p>Section B: Students answer three questions.</p> <ul style="list-style-type: none"> Question 3 or Question 4 (20 marks) Question 5 (20 marks) Question 6 (20 marks) <p>Musical links investigation A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures (20 marks)</p>	30%
Internal assessment (50 hours)	50%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students choose one of the following options.</p> <ul style="list-style-type: none"> Creating (SLC): Two pieces of coursework, with recordings and written work (30 marks) Solo performing (SLS): A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks) Group performing (SLG): A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks) 	20%

Theatre SL/HL

(first exams 2017)

Assessment component	Weighting SL	Weighting HL
External assessment	65%	75%
<p>Task 1: Solo theatre piece (HL only) Students at HL research a theatre theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theatre piece (4–8 minutes) based on this aspect(s) of theory.</p> <p>Task 2: Director's notebook (SL and HL) Students at SL and HL choose a published play text they have not previously studied and develop ideas regarding how the entire play could be staged for an audience.</p> <p>Task 3: Research presentation (SL and HL) Students at SL and HL plan and deliver an individual presentation (15 minutes maximum) to their peers in which they present and physically demonstrate their research into a convention of a theatre tradition they have not previously studied.</p>	N/A	35%
Internal assessment (50 hours)	35%	25%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Task 4: Collaborative project (SL and HL) Students at SL and HL collaboratively create and present an original piece of theatre (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice.</p>	35%	25%

Assessment component	Weighting
External assessment tasks – HL & SL	60%
<p>Part 1: Comparative study Students are required to analyse and compare artworks, objects or artifacts by different artists. This independent critical and contextual investigation should explore artworks, objects and artifacts from differing cultural contexts.</p> <p>Throughout the course, students will have investigated a range of artists, styles, images and objects from a range of cultural contexts, through an integrated approach to exploring the three syllabus areas: visual arts in context, visual arts methods and communicating visual arts. Students select artworks, objects and artifacts for comparison from differing cultural contexts that may have been produced across any of the art-making forms, and that hold individual resonance for the student and have relevance to their own art making practice. This is of particular importance to HL students.</p> <p>Students at both SL and HL must examine and compare at least three pieces, at least two of which should be by different artists. It is valuable for students to have experienced at least one of the works in real time and space, such as a painting at a gallery, a sculpture in a park or an artifact from the local community that is brought into the school, although this is not essential. Good quality reproductions can be referred to when a student's location limits their access to such works first hand. The works selected for comparison and analysis should come from contrasting cultural contexts.</p> <p>Students use research and inquiry skills to investigate and interpret the selected pieces, applying aspects of critical theory and methodologies to the works examined and presenting their findings as a personal and critically reflective analysis, using both visual and written forms of notation. Students must support their interpretation with references to sound and reliable sources.</p> <p>Candidates are required to submit the list of sources used and in-text referencing is required throughout the comparative study. A recognized system of academic referencing must be used in line with the school's academic honesty policy. A candidate's failure to acknowledge a source will be investigated by the IB as a potential breach of regulations that may result in a penalty imposed by the IB final award committee.</p> <p>At HL level only: Student makes connections to own art-making practice</p> <p>Part 2: Process portfolio Students at SL and HL submit carefully selected materials which demonstrate their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course. The work, which may be extracted from their visual arts journal and other sketch books, notebooks, folios and so on, should have led to the creation of both resolved and unresolved works. The selected process portfolio work should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication. They should be carefully selected to match the requirements of the assessment criteria at the highest possible level.</p> <p>The work selected for submission should show how students have explored and worked with a variety of techniques, effects and processes in order to extend their art-making skills base. This will include focused, experimental, developmental, observational, skill-based, reflective, imaginative and creative experiments which may have led to refined outcomes.</p>	20%
Internal assessment	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition Students at SL and HL submit for assessment a selection of resolved artworks for their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices 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.</p> <p>During the course students will have learned the skills and techniques necessary to produce their own independent artwork in a variety of media. In order to prepare for assessment in this component, 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.</p> <p>The final presentation of the work is assessed in the context of the presentation as a whole (including the accompanying text) by the teacher against the task assessment criteria.</p> <p>Formal requirements of the task—SL</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, and size of the artwork as well as an outline of intentions and/or reference to sources of inspiration) for each selected artwork. • SL students submit two exhibition photographs: only the selected artworks submitted for assessment should appear in the exhibition photographs. <p>Formal requirements of the task—HL</p> <ul style="list-style-type: none"> • HL students submit a curatorial rationale that does not exceed 700 words. • HL students submit 8–11 artworks. • HL students submit exhibition text (stating the title, medium and size of the artwork as well as an outline of intentions and/or reference to sources of inspiration) for each selected artwork. • HL students submit two exhibition photographs: only the selected artworks submitted for assessment should appear in the exhibition photographs. 	40%

Visual Arts SL

(first exams 2017)

Assessment component	Weighting
External assessment tasks	60%
<p>Part 1: Comparative study Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.</p> <ul style="list-style-type: none"> SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). SL students submit a list of sources used. 	20%
<p>Part 2: Process portfolio Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two year course.</p> <ul style="list-style-type: none"> SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from separate columns of the art-making forms table. 	40%
Internal assessment	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> SL students submit a curatorial rationale that does not exceed 400 words. SL students submit 4–7 artworks. SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

Visual Arts HL

(first exams 2017)

Assessment component	Weighting
External assessment tasks	60%
<p>Part 1: Comparative study Students at HL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artefacts from differing cultural contexts.</p> <ul style="list-style-type: none"> HL students submit 10–15 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). HL students submit 3–5 additional screens which analyse the extent to which their work and practices have been influenced by the art and artists examined. HL students submit a list of sources used. 	20%
<p>Part 2: Process portfolio Students at HL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the two-year course.</p> <ul style="list-style-type: none"> HL students submit 13–25 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For HL students the submitted work must have been created in at least three art-making forms, selected from a minimum of two columns of the art-making forms table. 	40%
Internal assessment	40%
<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Part 3: Exhibition Students at HL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> HL students submit a curatorial rationale that does not exceed 700 words. HL students submit 8–11 artworks. HL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>HL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	40%

IBDP JUNIOR YEAR IMPORTANT DATES

2018-2019

edmodo.com "IB class of 2020"

EXTENDED ESSAY: During summer vacation, familiarize yourself with the EE subject guide on EDMODO – specifically: the EE process (p75-84) and any subject specific information relative to your interests (p112-end). Be thinking of your topic.

CAS: You may begin recording your CAS experiences starting **June 18, 2018**. Remember to collect evidence with each experience. Your CAS handbook is also on EDMODO.

WHAT?	WHEN?	DETAILS	WHAT?	WHEN?	DETAILS
DECIDE EE TOPIC AND PICK ADVISOR	By Sept 4	Tell ToK teacher	EE 1 ST ROUGH DRAFT DUE	Feb 22	To ToK teacher
CAS PORTFOLIO CHECK #1	Aug 27 – 31	In ToK class	CAS PORTFOLIO CHECK #3	Apr 15 – 19	In ToK class
1 ST FORMAL MTG. W/ ADVISOR & 1 ST REFLECTION DUE	Between Sept 4 & Sept 28	To ToK teacher	2 ND FORMAL MTG. W/ ADVISOR & 2 ND REFLECTION DUE	Between Feb 22 & Apr 26	To ToK teacher
EE PRELIM. ADVISE. RECORD DUE	Sept 28	To ToK teacher	EE 2 ND ROUGH DRAFT DUE	Apr 26	To ToK teacher
CAS PORTFOLIO CHECK #2	Oct 15 – 19	In ToK class	IB EXAM FEES DUE	NOV 1	TO BOOKKEEPER
EE REFINED RESEARCH QUESTION DUE	Oct 22 – 25	To ToK teacher	AP EXAM FEES DUE	MARCH 1	TO BOOKKEEPER
ANNOTATED BIBLIOGRAPY W/ OPVCL DUE	Dec 3	To ToK teacher	NO SCHOOL	VARIOUS DATES	

August							September							October							November							December							January							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4						1	2		1	2	3	4	5	6	
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	13	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	20	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	27	
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				
																												31														
February							March							April							May							June							July							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
				1	2	3					1	2	3	1	2	3	4	5	6	7				1	2	3	4	5						1	2	1	2	3	4	5	6	7
4	5	6	7	8	9	10	4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	
11	12	13	14	15	16	17	11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	
18	19	20	21	22	23	24	18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	
25	26	27	28				25	26	27	28	29	30	31	29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					

