



Wooster High School

An International Baccalaureate
World School

The International Baccalaureate
DIPLOMA PROGRAMME

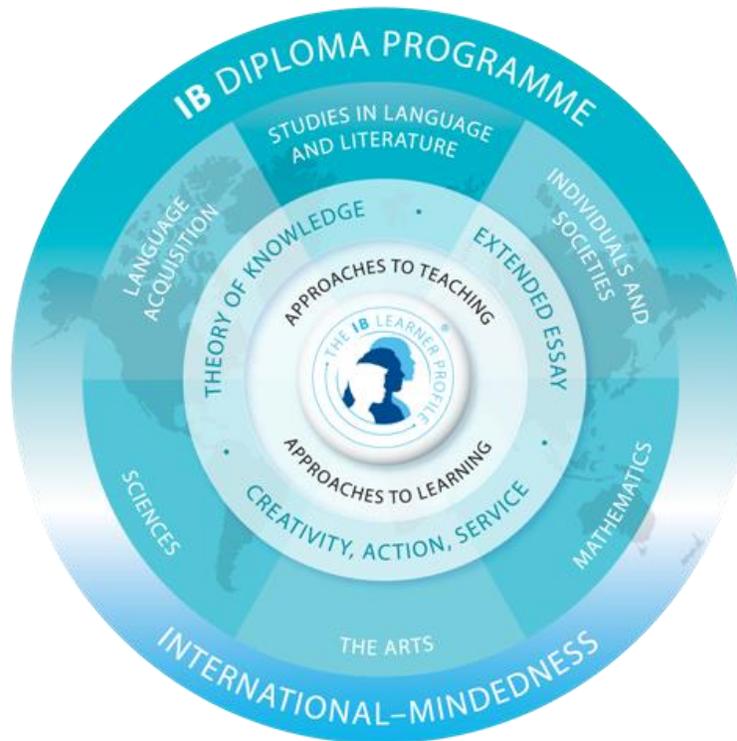
A guide for students and parents



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)

Group 2 – World Language

Spanish (SL/HL)

French (SL/HL)

Chinese (SL/HL)

Group 3 – Individuals and Societies

History of the Americas (HL)

Psychology (SL/HL)

Group 4 – Sciences

Biology (SL/HL)

Chemistry (SL/HL)

Physics (SL)

Group 5 – Mathematics

Math (SL): Applications and interpretations

Math (HL): Analysis & approaches

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, Math, Psychology (and Music every other year)
- Two year courses:
English, World Language, Theater, and Visual Arts

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:

<u>HIGHER LEVEL</u>
1. History of the Americas HL
2. English HL
3.

<u>STANDARD LEVEL</u>
1. Spanish SL I
2. Biology SL
3. Theatre SL I

<u>CORE</u>
ToK (class)
EE
CAS

Senior Year:

<u>HIGHER LEVEL</u>
1. History of the Americas HL
2. English HL
3. Biology HL

<u>STANDARD LEVEL</u>
1. Spanish SL II
2. Math Applications SL
3. Theatre SL II

<u>CORE</u>
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 Chart p13).

IB Exams

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

Seniors: All remaining 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 – individual oral
- HOA – research paper
- Sciences – lab
- Mathematics – project/exploration

EXTERNAL ASSESSMENTS

- Written Task - (due February)
ToK, EE
- 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.
- Earn a combined **MINIMUM** of 12 points on SL 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
A: Focus and Method	<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.
B: Knowledge and Understanding	<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
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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

Studies in Language and Literature (Group 1)		
English A: Literature		HL
Paper 1: Guided literary analysis	35%	
Paper 2: Comparative essay	25%	
HL essay	20%	
IA – Individual Oral	20%	

Language Acquisition (Group 2)		
French B/Spanish B/Chinese B	SL	HL
Paper 1: Productive skills (writing)	25%	25%
Paper 2: Receptive skills (listen/read)	50%	50%
IA – Individual oral	25%	25%

DP:
Extended Essay +
Theory of Knowledge
(3 additional points possible)

Creativity, Activity, Service
(meet 7 learning outcomes/spans 18 months)

CP:
Reflective Project
Personal and Professional Skills course
Language Development portfolio
Service Learning portfolio

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	20%	20%
Chemistry	SL	HL
Paper 1 (MCQ)	20%	20%
Paper 2	40%	36%
Paper 3	20%	24%
IA – Lab	20%	20%
Physics	SL	
Paper 1 (MCQ)	20%	
Paper 2	40%	
Paper 3	20%	
IA – Lab	20%	

Mathematics (Group 5)		
Applications & Interpretation	SL	
Paper 1: short response		40%
Paper 2: extended response		40%
IA – Mathematical Exploration		20%
Analysis & Approaches	HL	
Paper 1: short response		40%
Paper 2: extended response		40%
IA – Mathematical Exploration		20%

Fine Arts (and Electives) (Group 6)					
Visual Arts	SL	HL	Music SL	SL	
Comparative Study	20%	20%	Listening Paper		30%
Process Portfolio	40%	40%	Musical links investigation		20%
IA – Exhibition	40%	40%	IA – creating or performing		50%
Theatre	SL	HL	Psychology	SL	HL
Solo Theatre Piece	----	35%	Paper 1: short ans./essay	50%	40%
Director's Notebook	35%	20%	Paper 2: essay	25%	20%
Research Presentation	30%	20%	Paper 3: essay	----	20%
IA – Collaborative Project	35%	25%	IA – Experimental Study	25%	20%

(Intentionally left blank)

International Baccalaureate Course Assessment Outlines

GROUP 1 – Language A

Language A – English Literature (HL)

(first exams 2021)

Assessment component	Weighting
External assessment (4 hours)	80%
<p>Paper 1: Guided literary analysis (2 hours 15 minutes) The paper consists of two literary passages from two different literary forms, each accompanied by a question. Student write an analysis of each of the passages. (40 marks)</p> <p>Paper 2: Essay (1 hour 45 minutes) The paper consists of four general questions. In response to one question, students write a comparative essay based on at two works studied in the course. (30 marks)</p> <p>HL Essay Students submit an essay on one literary text or work studied during the course (20 marks) The essay must be 1,200–1,500 words in length.</p>	<p>35%</p> <p>25%</p> <p>20%</p>
Internal assessment	20%
<p>This component consists of an individual oral that is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Individual oral (15 minutes) Supported by an extract from one work written originally in the language studied and one from a work studied in translation, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: <i>Examine the ways in which the global issue of your choice is presented through the content and form of two of the works that you have studied.</i> (40 marks)</p>	<p>20%</p>

GROUP 2: Language B**French SL, Spanish SL, Chinese SL**

(first exams 2020)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1: Productive skills (1 hour 15 minutes) One writing task of 250-400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. (30 marks)	25%
Paper 2: Receptive skills (1 hour 45 minutes) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks) <ul style="list-style-type: none"> • Listening comprehension (45 minutes) (25 marks) • Reading comprehension (1 hour) (40 marks) 	50% (25%) (25%)
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral assessment (12-15 minutes + 15 minutes for preparation) A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	25%

French HL, Spanish HL, Chinese HL

(first exams 2020)

Assessment component	Weighting
External assessment (3 hours 30 minutes)	75%
Paper 1: Productive skills (1 hour 30 minutes) 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. (30 marks)	25%
Paper 2: Receptive skills (2 hours) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. (65 marks) <ul style="list-style-type: none"> • Listening comprehension (1 hour) (25 marks) • Reading comprehension (1 hour) (40 marks) 	50% (25%) (25%)
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual oral assessment (12-15 minutes + 20 minutes for preparation) 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. (30 marks)	25%

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 2019)

Assessment component	Weighting
External assessment (3 hours)	75%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour (22 marks) (Total 49 marks)	50%
Paper 2 (1 hour) One question from a choice of three on one option. (22 marks)	25%
Internal assessment	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Experimental Study A report on an experimental study undertaken by the student. (22 marks)	25%

Psychology HL

(first exams 2019)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) Section A: Three short-answer questions on the core approaches to psychology (27 marks) Section B: One essay from a choice of three on the biological, cognitive and sociocultural approaches to behaviour. One, two or all of the essays will reference the additional HL topic (22 marks)	40%
Paper 2 (2 hours) Two questions; one from a choice of three on each of two options (44 marks)	20%
Paper 3 (1 hour) Three short-answer questions from a list of six static questions on approaches to research (24 marks)	20%
Internal assessment	
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Experimental Study A report on an experimental study undertaken by the student. (20 marks)	20%

GROUP 4: Sciences**Biology SL**

(first exams 2016)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) (30 marks) <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. 	20%
Paper 2 (1 hour 15 minutes) (50 marks) <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. 	40%
Paper 3 (1 hour) (35 marks) <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 	20%
Internal assessment	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. (24 marks)	20%

Biology HL

(first exams 2016)

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (1 hour) (40 marks) <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. 	20%
Paper 2 (2 hour 15 minutes) (72 marks) <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. 	36%
Paper 3 (1 hour 15 minutes) (45 marks) <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 	24%
Internal assessment	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. (24 marks)	20%

Chemistry SL

(first exams 2016)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (45 minutes) (30 marks) <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. 	20%
Paper 2 (1 hour 15 minutes) (50 marks) <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. 	40%
Paper 3 (1 hour) (35 marks) <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. 	20%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation Students are required to complete an individual investigation into a topic of their choice. (24 marks)	20%

Chemistry HL

(first exams 2016)

Assessment component	Weighting
External assessment (4 hours 30 minutes)	80%
Paper 1 (1 hour) (40 marks) <ul style="list-style-type: none"> 40 multiple-choice questions on core and AHL, 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. 	20%
Paper 2 (2 hours 15 minutes) (95 marks) <ul style="list-style-type: none"> Short-answer and extended-response questions on the core and AHL 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. 	40%
Paper 3 (1 hour 15 minutes) (45 marks) <ul style="list-style-type: none"> This paper will have questions on core, AHL and 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. 	20%
Internal assessment	20%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Individual investigation Students are required to complete an individual investigation into a topic of their choice.	20%

GROUP 5: Mathematics**Math SL: Applications & Approaches**

(first exams 2021)

Assessment component	Weighting
External assessment (3 hours)	80%
Paper 1 (1 hour 30 minutes) Compulsory short-response questions based on the syllabus. Graphic Display Calculator required. (80 marks)	40%
Paper 2 (1 hour 30 minutes) Compulsory extended-response questions based on the syllabus. Graphic Display Calculator required. (80 marks)	40%
Internal assessment	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 is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	20%

Math HL: Analysis & Approaches

(first exams 2021)

Assessment component	Weighting
External assessment (5 hours)	80%
Paper 1 (2 hours) No calculator allowed. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. (110 marks)	30%
Paper 2 (2 hours) Graphic Display Calculator required. Section A: Compulsory short-response questions based on the syllabus. Section B: Compulsory extended-response questions based on the syllabus. (110 marks)	30%
Paper 3 (1 hour) Graphic display calculator required. Compulsory extended-response questions based mainly on the syllabus options. (55 marks)	20%
Internal assessment	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%
Listening paper (2 hours) Four musical perception questions (80 marks)	30%
Section A: Students answer one question. <ul style="list-style-type: none"> Question 1 <u>or</u> Question 2 (20 marks) 	
Section B: Students answer three questions. <ul style="list-style-type: none"> Question 3 <u>or</u> Question 4 (20 marks) Question 5 (20 marks) Question 6 (20 marks) 	
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)	20%
Internal assessment	50%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
Students choose one of the following options. <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%
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.	N/A	35%
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.	35%	20%
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.	30%	20%
Internal assessment	35%	25%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.		
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.	35%	25%

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. <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. 	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 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. <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. 	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 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%