

## ASSESSMENT AND GRADING SYSTEM

The IB Diploma is not granted after an accumulation of credits. It is awarded based on a range of assessments, primarily external examinations taken in all subjects in May of Year 13. All courses also include at least some internal assessment (work which is marked by the teacher before being moderated by the IB).

Each subject is graded on a scale of 1 (minimum) to 7 (maximum). In order to earn the IB Diploma, the student must meet defined standards and conditions including a minimum total of 24 points and the satisfactory completion of the three core IB Diploma requirements: theory of knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay.

The minimum score of 24 is based on the notion that a grade 4 represents a passing level in each of the six subjects. Excellent performance in the six subject areas results in a grade 7 for each, or a total of 42 points.

TOK and the extended essay combine to contribute a possible 3 additional points to the overall score, giving a maximum IB Diploma score of 45 points.

The combination of grades within TOK and the extended essay are:

		Theory of Knowledge				
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>
Extended essay	Grade <b>A</b>	3	3	2	2	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Attaining a grade 'E' or non-submission of work in either TOK or the extended essay represents an automatic failure of the IB Diploma.

ISL's grading and assessment programme for the six separate subjects are in line with the Diploma Programme scale of 1-7, with 7 being the highest grade. TOK is graded on an A-E scale, in line with external assessment.

Although the Diploma Programme runs over the course of two academic years, students will receive a grade for each of the six subjects at the end of each of the four semesters. These grades are criterion-referenced and relate to the final examination criteria used by the IB. Furthermore, grades form part of a student's academic transcript and are communicated via the semester reports.

Reports are written for CAS, although grades are not provided for this aspect as the philosophy of the programme is one of 'experiential learning' rather than numerical outcome.

## GROUP 1 – STUDIES IN LANGUAGE AND LITERATURE

### **English A Literature**

This is a literature course for native or near-native speakers offered at both HL and SL. The course in other languages may be available by special arrangement. Thirteen (HL) and ten (SL) works of literature are studied, three of which are world literature in translation.

### **English A Language & Literature**

The course focuses on literary or non-literary texts. Together, the four parts of the course allow the student to explore English through its cultural development and use, its media forms and functions, and its literature.

### **French A Literature (as of 2017-2018)**

This is a literature course for native or near-native speakers offered at both HL and SL. The course in other languages may be available by special arrangement. Thirteen (HL) and ten (SL) works of literature are studied, three of which are world literature in translation.

### **French A Language & Literature**

The course focuses on literary or non-literary texts. Together, the four parts of the course allow the student to explore French through its cultural development and use, its media forms and functions, and its literature.

## GROUP 2 – LANGUAGE ACQUISITION

## **French B**

Language B is a foreign language course for students with previous experience of learning the language. It is primarily a language acquisition programme, although some literature is studied in the HL course as a means of understanding the diverse use of the language. The emphasis in the language B programme is on communicative skills in speech and writing, and on learning about the culture of the countries where the language is spoken.

Aside from the literature component at HL, the main difference between the HL and the SL courses is that HL students are expected to show a much wider range of vocabulary, a firm command of grammar and an effective use of complex sentence structures. As a rule of thumb, we expect about 3-5 years of previous learning for the SL course, and 5+ years of previous learning for the HL course. However, what is appropriate will vary individually and the school is happy to advise students about the choice of level.

## **French B Ab Initio (Beginners)**

Offered at SL only, this is a foreign language learning programme for absolute beginners.

## **German B**

A foreign language course for students with some knowledge of German.

## **Spanish B**

A foreign language course for students with some knowledge of Spanish.

## **English B**

A foreign language course for students with some knowledge of English.

## **Geography**

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. The core themes include changing populations; global climate change; and resource consumption and security. Accompanying the core is a series of two (SL) or three (HL) options from key geographic themes. These include extreme environments; leisure, sport and tourism; and food and health (HL). In addition, HL students also study an extension which focuses on global interactions. Fieldwork, leading to one written report based on the impacts of tourism in Chamonix, makes up the internal assessment component of the geography course.

## **Economics**

Individuals, firms and governments must constantly make choices, which will affect their own economic wellbeing and that of society as a whole. How these choices are made and the analysis of their consequences is central to the field of economics. Both HL and SL students cover the same topics, but in the HL course these topics are studied in more depth.

## **History**

This is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. Everyone who chooses the course will undergo a source analysis paper. This prescribed subject focuses on struggles for rights and freedoms in the mid-twentieth century, with case studies including the apartheid in South Africa and civil rights struggles in America. All students will also study two separate world history topics, one on authoritarian states in the twentieth century, and the second on the Cold War. HL students also study one regional option in depth, which is the history of the Americas region. All students will also undertake a historical investigation of their choice.

## **Global Politics**

Global Politics allows students to analyze the significant political issues of our time in an in-depth way. All SL and HL students complete a common core entitled "people, power and politics". This consists of four core units: power, sovereignty and international relations; human rights; development; and peace and conflict. All students also undertake an engagement activity through which they study a political issue of interest experientially. HL students also examine two contemporary global political challenges through a case studies approach.

GROUP 4 – NATURAL SCIENCES

**Biology**

Biology is the scientific study of living things and how they function. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: cell biology, molecular biology, genetics, ecology, evolution and biodiversity, and human physiology. HL students study some topics in greater depth and some additional topics, such as plant biology and animal physiology.

## **Chemistry**

Chemical principles underpin both the physical environment in which we live and all biological systems. Chemistry is also a prerequisite for many science higher education courses. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics, chemical kinetics, equilibrium, acids and bases, redox processes, organic chemistry, and measurement and data processing. The HL course goes into greater depth.

## **Physics**

Physics is the study of the properties and interactions of matter and energy. It is an experimental science that combines academic study with practical and investigational skills. The core themes are: measurement and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear and particle physics, and energy production. The HL course goes into the topics in greater depth. Physics requires fluency in interpreting graphs, solving algebraic expressions and manipulating trigonometric functions.

## **Sports Exercise and Health Science**

Offered at SL only, Sports, Exercise and Health Science explores physical performance in sport and health. It includes a consideration of the physiological, biomechanical and psychological demands relating to high level performance in an activity. The course is largely classroom-based and is based upon scientific inquiry. The traditional disciplines of anatomy and physiology, biomechanics, psychology and nutrition are studied.

## **Computer Science**

Computational thinking lies at the heart of the course and is integrated with other topics. This will be supported by practical activities including programming, a case study and a project to develop a product and associated documentation. Themes covered include computer systems, computer organization and networks. HL students additionally study abstract data structures, resource management and control.

## **Design Technology**

Design technology is a way of thinking and a set of processes and practices that aims to use technology to develop improved solutions to human needs. The course consists of six core topics: human factors and ergonomics, resource management and sustainable production, modelling, final production, innovation and design, and classic

design. HL students additionally study user-centric design, sustainability, innovation and markets and commercial production. Practical work is a big part of the course, culminating in a design project.

## GROUP 5 – MATHEMATICS

### **Mathematics HL**

This HL course is a very challenging mathematics programme, designed for students with a strong background and good ability in mathematics. Students may choose this



level if they are planning to continue their education in physics or engineering, or simply because they enjoy mathematics.

### **Mathematics SL**

This course caters for students who already possess knowledge of basic mathematical concepts, and who are equipped with the skills needed to apply mathematical techniques correctly. Students who choose this course will be able mathematicians who may be preparing for future studies in subjects such as chemistry, economics, or psychology.

### **Mathematical Studies SL**

This course is designed for students with varied mathematical backgrounds and abilities and has an emphasis on applications of mathematics. It prepares students to be able to solve problems in a variety of settings, to develop more sophisticated mathematical reasoning, and to enhance their critical thinking. Students taking this course are well prepared for university courses in social sciences, humanities, languages, or arts.

## **GROUP 6 – THE ARTS**

### **Visual Arts**

Students of visual arts study three interrelated areas: visual arts in context, visual arts methods, and communicating visual arts. Visual arts in context provides a lens through

which students are encouraged to explore perspectives, theories and cultures that inform and influence visual arts practice. Visual arts methods address ways of making artwork through the exploration and acquisition of skills, techniques and processes, and through engagement with a variety of media and methods. Communicating visual arts involves students investigating, understanding and applying the processes involved in selecting work for exhibition and public display. The HL students go into greater depth and breadth with their exploration of these three areas.

## **Music**

Involving aspects of composition, performance and critical analysis of music, the course exposes students to forms, styles and functions of music from a wide range of historical and socio-cultural contexts. Students create, participate in, and reflect upon music from their own background and those of others. HL students are required to present evidence of both creating and solo performing.

## **Theatre**

This course is a multifaceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

## **EXTENDED ESSAY**

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB Diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in 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.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject. The assessment considers both the essay itself and the student's reflections on their planning and progress, recorded throughout the process. The extended essay is:

- Compulsory for all Diploma Programme students
- 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
- A piece of independent research/investigation on a topic chosen by the student in cooperation with supervisor in the school
- Chosen from the list of approved Diploma Programme subjects
- Presented as a formal piece of scholarship containing no more than 4,000 words
- The result of approximately 40 hours of work by the student

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

Students are closely guided through process by both the Extended Essay Coordinator and their individual supervisors. This guidance includes multiple group sessions, regular meetings with their supervisors and support with their final draft as part of the Year 13 field trip. The process begins towards the end of semester 1 of Year 12, with the final deadline being in late-September of Year 13.

## THEORY OF KNOWLEDGE

At ISL, we believe that theory of knowledge (TOK) provides students with the critical thinking skills needed to understand themselves as learners and create the links between their other six subjects and creativity, action and service. We believe strongly that all IB Diploma teachers are teachers of TOK, and it is always a school goal to use TOK to create links through the core of the IB Diploma Hexagon. TOK is taught throughout the whole two years of the IB Diploma.

## **Aims**

The aims of the TOK course are for students to:

- Make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- Develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- Develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- Critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- Understand that knowledge brings responsibilities which lead to commitment and action

## **Objectives**

Having followed the TOK course, students should be able to:

- Identify and analyse the various kinds of justification used to support knowledge claims
- Formulate, evaluate and attempt to answer knowledge questions
- Examine how academic disciplines/areas of knowledge generate and shape knowledge
- Understand the roles played by ways of knowing in the construction of shared and personal knowledge
- Explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
- Demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
- Explore a real-life/contemporary situation from a TOK perspective in the presentation.

## **TOK Assessment**

TOK is graded from A to E. The TOK Presentation is 33 percent of the final grade and the TOK Essay is 67 percent. Students are given detailed guidance on both aspects of the assessment.

## CREATIVITY, ACTIVITY AND SERVICE

Creativity, Activity and Service (CAS) has been described as being the heart of the IB Diploma Programme. It provides Diploma students with an opportunity to develop skills and talents, as well as areas for growth, and also to work to make the world a better place through active involvement in the community. Students are expected to participate in a range of CAS experiences, keep an accurate and detailed record of them and indicate what they have learnt from each of these activities. CAS complements a challenging academic programme, providing students with the opportunity to engage in experiential learning to enhance their personal, interpersonal, social and civic development.

### **The CAS programme aims to develop students who:**

- Enjoy and find significance in a range of CAS experiences and purposefully reflect upon their experiences

- Identify goals, develop strategies and determine further actions for personal growth
- Explore new possibilities, embrace new challenges and adapt to new roles
- Actively participate in planned, sustained and collaborative CAS projects
- Understand they are members of local and global communities with responsibilities towards each other and the environment

Students at ISL are expected to participate **in at least five CAS experiences during their Diploma programme, of which one must be a long term collaborative CAS project.** Throughout their two years of study students should engage in a wide range of experiences, addressing each CAS strand: Creativity, Action and Service. At ISL, we are committed to Service Learning, so each student is required to engage in **at least two service experiences.**

### **Creativity: ‘exploring and extending ideas leading to an original or interpretive product or performance’**

There are many approaches to creativity, such as:

**Ongoing creativity:** A student may already be engaged in creativity as part of a school group or club, or through some other form of sustained creativity. Students may continue in this as part of their creativity; however, students could also be encouraged to further extend and develop their participation if appropriate.

**Community-based creativity:** Participating in creativity within the local community advances student awareness and understanding of interpersonal relationships with others, particularly if the creativity experience involves the local community. Creativity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of students’ talents, interests, passions, emotional responses, and imagination. For example, students could be encouraged to join a community-based theatre group, contribute towards a community art gallery, create a sculpture for the community park, take cooking classes, or other opportunities.

**Individual creativity:** Students may decide that they wish to engage in solitary creativity experiences such as composing music, developing a website, writing a compilation of short fiction stories, designing furniture, creating arts and crafts, or painting a series of portraits. Such creativity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained manner. Risk assessment of such solitary creativity experiences should be conducted with the student beforehand if applicable.

### **Activity: ‘physical exertion contributing to a healthy lifestyle’**

There are many approaches to activity, such as:

**Ongoing activity:** A student may already be engaged in activity as part of a school

team or club, or through some other form of sustained physical exercise. Students may continue in this as part of their activity; however, they should set personal goals in keeping with the principles of CAS. Students can also be encouraged to further extend and develop their participation if appropriate.

**Community-based activity:** Participating in activity within the local community advances student awareness and understanding of interpersonal relationships, particularly if the activity experience involves members of the local community. However, single events of activity can lack depth and meaning. When possible, activity experiences best occur with a regularity that builds and sustains relationships while allowing the growth of physical well-being of the students. For example, rather than a single activity experience at a community-based fun run, students could be encouraged to join a community-based running club, a dance class, an aerobics class or an out-of-school sports group.

**Individual activity:** Students may decide that they wish to engage in solitary activity experiences such as, for example, attending a gym, bicycling, roller-skating, swimming, or strength conditioning. Such activity experiences are of most benefit when they take place over an extended duration of time. Students can be encouraged to set personal goals and work towards these in a sustained and correctly applied manner. Risk assessment of such solitary activity experiences should be conducted with the student beforehand if applicable.

**Service: ‘collaborative and reciprocal engagement with the community in response to an authentic need’**

It is recommended that students engage with different types of service within their CAS programme. These types of action are as follows:

**Direct service:** Student interaction involves people, the environment or animals. For example, this can appear as one-on-one tutoring, developing a garden in partnership with refugees, or working in an animal shelter. Each student must complete one direct service experience or project.

**Indirect service:** Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, this can appear as re-designing a non-profit organization’s website, writing original picture books to teach a language, or nurturing tree seedlings for planting.

**Advocacy:** Students speak on behalf of a cause or concern to promote action on an issue of public interest. For example, this may appear as initiating an awareness campaign on hunger, performing a play on replacing bullying with respect, or creating a video on sustainable water solutions.

**Research:** Students collect information through varied sources, analyse data, and report on a topic of importance to influence policy or practice. For example, they may conduct environmental surveys to influence their school, contribute to a study of animal migration, compile effective means to reduce litter in public spaces, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

## The CAS Stages

All Service experiences and the CAS Project should be planned and reflected upon using the CAS stages. Each student must evidence this process in their CAS Portfolio (Managebac).

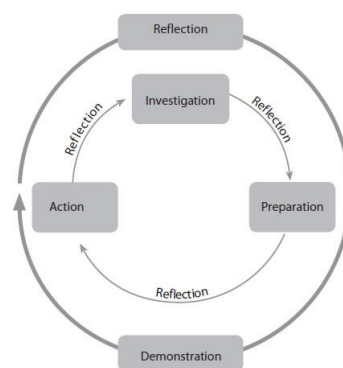


Figure 4  
The five CAS stages

1. **Investigation:** Students identify their interests, skills and talents to be used in considering opportunities for CAS experiences, as well as areas for personal growth and development. Students investigate what they want to do and determine the purpose for their CAS experience. In the case of service, students identify a need they want to address.
2. **Preparation:** Students clarify roles and responsibilities, develop a plan of actions to be taken, identify specified resources and timelines, and acquire any skills as needed to engage in the CAS experience.
3. **Action:** Students implement their idea or plan. This often requires decision-making and problem-solving. Students may work individually, with partners, or in groups.
4. **Reflection:** Students describe what happened, express feelings, generate ideas, and raise questions. Reflection can occur at any time during CAS to further understanding, to assist with revising plans, to learn from the experience, and to make explicit connections between their growth, accomplishments, and the learning outcomes for personal awareness. Reflection may lead to new action.
5. **Demonstration:** Students make explicit what and how they learned and what they have accomplished, for example, by sharing their CAS experience through their CAS portfolio or with others in an informal or formal manner. Through demonstration and communication, students solidify their understanding and evoke response from others



