

# FMV ERENKOY IŞIK HIGH SCHOOL ASSESSMENT POLICY

LAST EDITED: APRIL 2019

## ASSESSMENT POLICY STEERING COMMITTEE

NAME	POSITION
Müge YALIM ALPAN	Principal
Gülşah ŞENDİLEK	IB Coordinator/Head of Foreign Languages Dept.
Ayfer ÇAMURDAN	Head of Ass. And Eva. Department
Sevinç DENİZ UYSAL	Head of Applied Arts Dept.
Neslihan BEHRAMOĞLU	Philosophy Teacher
Özay DİNLENDİ	Physics Teacher/Assistant Principal
Zeynep Tuğba KAHYAOĞLU	Physics Teacher
Şehnaz TEKİN	Maths Teacher
Müge TÜRESİN YÜCEL	ITGS Teacher/CAS Coordinator
Hatice ÇEVİK	Head of Social Studies Dept. /Geography Teacher
Ayten ÖZTÜRK OKCUOĞLU	Head of Science Dept.

**FMV  
ERENKÖY IŞIK HIGH SCHOOL  
2019-2020 ACADEMIC YEAR  
IB (INTERNATIONAL BACCALAUREATE) DIPLOMA PROGRAMME  
ASSESSMENT POLICY**

## **1. INTRODUCTION**

Our assessment policy has been formed in line with IB missions and IB learner profile attributes in order to give detailed information about our assessment philosophy and assessment procedures with the collective work of the IBDP team, measurement and assessment specialist and academic head of departments. At FMV Erenköy Işık High School the requirements of both the national assessment system and the IB assessment system are taken as a reference. The school's assessment policy is shared with the whole school community.

## **2. OUR ASSESSMENT PHILOSOPHY**

While preparing our students to a higher institution and adult life FMV Erenköy Işık High School aims to raise national and global citizens who are successful in their native language, proficient in more than one foreign language, tolerant towards other cultures, facing the future in maths and science, interested in literature, art and sport, environmentally sensitive, life-long learners, historically aware, have embraced ethical values, and have developed social analysis skills. Our assessment policy which is one of the means that leads to our mission has been laidout based on our teaching needs.

The purpose of assessment is to ensure that students reach the highest possible level of knowledge and skills necessary during their education period. That is why assessment is an indispensable part of education and training.

The teachers and administrators at FMV Erenköy Işık High School are well aware of the important role the assessment process has in the cycle of planning, teaching, assessment, transfer and revision which take place during education and training. The assessment results have a vital role during the process of planning, reviewing and redesigning education and training practices. Teachers use a variety of methods and techniques while implementing assessment as they aim to assess the various needs and differences of their students.

These methods and techniques need to be original and need based.

An effective assessment provides feedback to both the student and the teacher on their personal development. It encourages them to think and gives guidance for their future planning. It also supports the objectives in the curriculum.

Assessment is criterion-related in connection with the the levels of achievement stated in the diploma program course guides. This means that the progress of each student is evaluated and guided individually and not in comparison to fellow students. The teacher pays attention to using positive language while giving guidance and feedback.

For this reason the parents and students are informed on the assessment criteria at the beginning of the academic year. Clarifying expectations with the collaboration of the school, parents and teachers has an impact on our success. This shows that the school has a policy of transparency. During the assessment process the student is actively involved as it is important for the student to take part in self assessment and have an increased awareness of his/her development. The student and the teacher have regular meetings to discuss the student's progress. Diverse methods are used and further developed to record and report student progress.

### **3. OUR ASSESSMENT APPLICATIONS**

The following assessment applications are held at our school.

#### **3.1 Formative Assessment Procedures**

Formative assessment should inform the teachers and students on the learning process, aim to increase student performance and self-awareness and also give the teacher an idea on the areas the student requires support. This way, the teacher and student become part of a team working equally to provide complete learning for the student. The purpose is to plan supporting activities to overcome learning deficiencies and mistakes. All facilities should be provided to help the student to understand the topic.

Formative assessment is diverse and different assessment methods are used. At the beginning of the lesson the readiness level of the students is measured and the topic is introduced accordingly. The students are kept active with questions and activities during lessons. Learning is consolidated through group work, games, presentations, experiments. The worksheets given provide students self assessment opportunities through homework, projects, research and reading. The in-class and weekday/weekend homework worksheets are vital in assessing student performance. Another form of formative assessment is quizzes which measure the student skill levels based on the lesson content. The students with learning difficulties are identified and extra support is provided.

Although the methods and techniques may vary based on the lesson content, activities are prepared to clarify the parts that are not understood or misunderstood by the students.

In order to see and follow their work and learning process as a whole, students have portfolios. Portfolio allows students to include their work in assessment and track their own progress and it also provides the basis for assessing student performance individually. Students bring together their work, research, events and outcomes, subject reports and essays. In a way portfolio is like a manual that enables teachers to help their students. Teachers use the data they collect from the portfolios in future planning of easier and more realistic educational objectives. This way they help students with motivation, taking responsibility for their learning and progress in thinking and writing.

### **3.2 Summative Assessment Procedures**

These are held at the end of the teaching process. The purpose is to assess and judge the success rate of the student in achieving the lesson objectives determined at the start of the year. The exams held at the end of the two year diploma programs or the national exams that are taken at the end of each term may be given as examples of this application.

The explanation of the national system of assessment procedures are given in Appendix1.

### **3.3 Differentiated Assessment Procedures**

There is variation in assessment procedures at our school based on the lesson content and the nature of the student groups. A student's academic achievement should not be measured and evaluated using a single method. The differences amongst students should be acknowledged and different assessment processes should be developed and followed. As an institution that has recently began differentiated learning practises, it is our goal to proceed with this vision and to have our teaching staff and our school culture support it. Since 2013-2014 academic year our teachers have participated in school workshop on differentiated learning and taxonomy. Although currently differentiated summative assessment is not implemented in our school (except for the cases with students who have hearing disability or eyesight problems), these trainings will eventually lead to a system in which differentiated assessment can be practised.

### **3.4 Self Assessment and Peer Assessment Procedures**

In our school a supportive educational environment is created to allow students to evaluate their own work and progress. Classroom discussions and activities are held for students to clarify parts of content they did not understand or misunderstood. All teachers meet with individual students to provide them with the opportunity for self-assessment. Technology is utilised (for instance virtual class noticeboards or blogs) for peer evaluation.

It is observed that student success and confidence levels increase through peer evaluation as students experience the roles of both learner and instructor. Students assess one another's homework, experiments, presentations and quizzes. They give feedback and try to help each other through collaborative learning. Through teamwork they develop problem solving strategies, their original model and consolidate content.

Teacher's have knowledge of formative and summative concepts, the relation between them and the expectation and practices of the DP. They design their lessons to enable students to develop the knowledge and skills required during the process.

### **3.5 Internal Assessment Procedures**

It is important for teachers to be actively involved in the assessment and marking of their students in the IB assessment process. For this purpose teachers assess students internally. Internal assessments are assessments based on the course guide and handbook of procedures and implemented by the teachers. These kinds of assessments include portfolios, oral presentations, projects and laboratory work. Internal assessments contribute to the student's final grade in varying proportions. Some of the student work assessed by teachers is sent to IBO for moderation to ensure reliability.

Internal assessments play an important part in determining students' diploma grades and need to be worked on thoroughly. At the beginning of the year the diploma program teachers and the program coordinator come together to determine the internal assessment procedures and assessment dates, bearing in mind the necessary preparation period. Thus, students are given the support to form a balanced study plan.

Furthermore, teachers taking student performance over the two year period and IB standards into consideration they express their views on how they think their students might score and give their students a predicted grade.

### **3.6 External Assessment Procedures**

This includes the assessments that are prepared by IBO and implemented by teachers and reported back to IBO as well as the essay and extended essay written on an elective subject, by students for TOK classes.

The submission and implementation dates determined by IBO for internal and external assessment are shared with the whole school community by the school. IB internal and external assessment procedures may be found in Appendix 2.

### **3.7 Examinations**

The preparations for the examinations which are held in May, at the end of the Diploma Program are in accordance with the procedures and rules outlined in 'Handbook of Procedures For The Diploma Programme-Arrangements For The Written Examinations' prepared and published by IBO. The dates and applications of examinations (this may vary depending on examination type), invigilator assignments, organisation of exam room/rooms, procedures on starting and ending exams, the dos and don'ts during exams, the materials to use and not to use, violation of examination rules are also strictly complied with as stated in the foregoing document. The general conditions for receiving diplomas is also stated in the same source. Appendix 3 Handbook of Procedures-Diploma Requirement Codes

### **3.8 Scoring/Marking**

Each IB subject is assessed with a score between 1-7. The level of the lesson being standard or high does not affect grading.

Band descriptors are as follows:

<b>IB Grades (1-7)</b>	<b>Performance description</b>
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Pass
2	Weak
1	Very weak

Each subject grade is added to reach a maximum score of 45. TOK and 'extended essay' are also graded. Five descriptors are used for this:

<b>Excellent</b>
<b>Good</b>
<b>Satisfactory</b>
<b>Average</b>
<b>Weak</b>

All grades are combined on a matrix. The maximum score received for main subjects is 3. Thus, the diploma grade is calculated out of a maximum of 45. CAS is not assessed by examination.

Some students may take individual subjects rather than all the subjects in the program in which case they are not eligible for an IB diploma however they will be graded between 1-7 for each subject.

### **3.9 RECORDING AND REPORTING**

Class teachers keep a comprehensive observation report for IB students. These reports include student evaluations as well. The lesson objectives and the student achievement levels of the objectives should be identified. These reports which are kept by all the teachers are combined and shared with students and parents twice a year. The record of student grades should be open to students and parents at all times.

The written and oral examinations which are components of the national system are based on the formative assessments held throughout the year. The assessments which reflect student performance most accurately should be the basis.

Each student submits a yearly assignment in the MOE system. For IB students the yearly assignment grade is for the research undertaken for the extended essay in the first year of the diploma program, in the second year of the program the essay is graded and entered into the e-school system.

#### **4. CONNECTION WITH OTHER POLICIES**

All student work needs to adhere to the principles of academic integrity. The school uses the system 'Turnitin' to check violation of integrity where necessary. If violation is identified the sanctions stated in both the school's and IB's academic integrity policies are applied.

In line with IB practises FMV Erenköy Işık High School believes that all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. Where standard assessment conditions could put a candidate with special needs at a disadvantage by preventing the candidate from demonstrating his/her level of attainment, special arrangements may be authorized. For example the exam can be read to the student, student's answers can be written on the exam paper, the paper can be printed with bigger font size, the student can be given extra time etc. This policy applies to candidates affected by a temporary, long-term or permanent disability or medical condition, including candidates with a learning difficulty.

#### **5. REVIEW**

The assessment policy, like all the school policies, is a work in progress and is reviewed each year in a group meeting lead by the DPC. The school community members are not involved in the review process. The policy is shared with the whole school community on the internet.

## **Appendix1. The Assessment Policy of the MOE**

As our school has the status of Private Anatolian High Schools which have a preparatory year and are affiliated with the Ministry of Education, the examination regulations of secondary institutions are complied with. While evaluating students' knowledge, skills and behavior, written, oral and practical tests as well as homework and project assignments are used as measurement and evaluation tools. The quantity, nature and form of examinations to be held during the academic year and the preparation for measurement and assessment, assessment principles, matters with respect to the exam question bank and archiving are determined by all the departments in the first departmental meeting held at the beginning of the year.

- a) Academic year consists of two terms which completes the other in terms of measurement and assessment.
- b) The student success is determined on the basis of the evaluation of the performance tasks, projects and written exams.
- c) Exam questions are prepared according to the general and specific objectives determined by the beginning of the academic year.
- d) Teachers continually observe and evaluates if the students reach the target objectives through measurement and assessment tools.
- e) In order to assess students' success, activities, participation and performance tasks are used.
- f) The skills of critical thinking, questioning, reasearching, problem solving are taken into consideration in the process.
- g) Reliability, validity and usefulness of the measurement tools are very important and students' success is evaluated accordingly. According to the measurement specification, answer keys are varied.
- h) Individualized Education Program (IEP) is the basis fort he assessment of students who continue their education through mainstreaming.

Written examinations are not to be less than two for subjects taught one or two hours per week and less than three for those taught three or more hours a week. Except in cases of necessity, the time of examination shall not exceed the period of one lesson. Written examination schedules are announced to students and parents at the beginning of terms.

While distributing the questions, topics covered since the previous exam are given more weight and those covered before the exam are given less weight. Classical examinations are composed of at least five questions. In multiple choice, matching, short answer, open ended, true/false completion and the like type of examinations, the number of questions is high and the answers are short.

Common written examination questions are prepared by all the teachers of a level who teach in the same program in order to assure standardised assessment. All the classes of the same level have common examinations. Answer keys are prepared before the exam and stored with the exam papers. The score for each question is detailed in the answer keys.

The exams are marked in maximum 10 days by the teachers and then the results are



announced to students. Teachers allocate one class period to show the exam papers to students. Students examine their papers with the detailed answer keys and are therefore able to identify their shortcomings and errors. During this process, if the student detects a discrepancy between the scoring on the exam paper and the answer key he/she notifies the teacher. The exam paper is re-evaluated and the score is changed if deemed appropriate by the teacher.

The student's test score is entered into the formal e-MEB system by the teacher. The exam papers are archived for two years by the school.

The measurement results are used to determine to what extent the objectives of education and training have been reached, in particular the subjects students are successful in and the measures to be taken for unsuccessful subjects.

When the success rate is low the teacher investigates the reasons for this, evaluates the data and takes measures to either re-teach the related subjects or give extra activities to students accordingly.

At the end of the written examination if the majority of students are unsuccessful they are given a re-sit. Successful students may also take this exam. The highest result is taken as the final result of the exams.

Each term students are given two oral exam grade. The rubrics of the performance task, projects or other tasks are determined by the teachers of the department. One of the performance grades is dependent on the performance task and the other one is based on the participation, readiness for the lesson, behaviour of the students.

At our school the criteria for oral assessments and term projects is announced in writing. The oral grades are announced instantly to students and entered into the e-school system in 10 days.

The student's success is determined by written, oral and practical examinations, homework and project assignments and by evaluating the in-class and extra-curricular educational activities, depending on the program and the content of the subject. Through these activities the teacher continuously assesses student achievement of the knowledge and skills stated in the objectives of the programs.

The term grade of a subject is calculated by averaging the scores of written, oral and practical examinations and projects done in a term. When taking the average the division is done by moving two digits forward after the comma. Then this score is converted into a grade to identify the term grade. When converting the score to the term grade the fractions that are half or more are taken as the higher full score, the term score is not changed. The end of year score for a subject consists of the average of the first term and second term scores.

For a student to be considered successful from a given subject at the end of year the grade of the second term should be at least a 'Pass', however if the first term grade is ineffective, then the second term grade should at least be 'Average'. In order or a

student to pass, the average score must be at least 50 or no matter what the first term grade, the second term's score must be 70 and up.

The grading and descriptors of the scores are as follows:

<b>Score</b>	<b>Descriptors</b>
85,00-100	Excellent
70,00-84,99	Good
60,00-69,00	Average
50,00-59,00	Pass
0-49,99	Fail

The students who have failed a subject at the end of the academic year take makeup and resit examinations to increase their average. Students wanting to increase their average score from any subject also have the right to take these examinations.

### **INTEGRATION OF IB and MOE SCORING**

<b>Band descriptor</b>	<b>IB Grade (1-7)</b>	<b>FMV ERENKOY ISIK SCHOOL</b>
<b>Excellent</b>	7	91,00-100
<b>Very Good</b>	6	81,00-90,99
<b>Good</b>	5	70,00-80,99
<b>Competent</b>	4	60,00-69,99
<b>Pass</b>	3	50,00-59,99
<b>Weak</b>	2	41,00-49,99
<b>Very weak</b>	1	0-49,99

## **APPENDIX 2 INTERNAL AND EXTERNAL ASSESSMENT PROCEDURES**

### **Theory of Knowledge**

Theory of knowledge is assessed in two parts:

- Part 1 : an externally examined 1,200–1,600 word essay (the TOK essay contributes 67% of the final mark)
- Part 2 : an internally assessed presentation (the TOK presentation contributes 33 % of the final mark)

Each part is scored using assessment criteria (four criteria for the essay and four for the presentation) that describe levels of achievement.

### **Part 1 The Essay**

One essay on a title chosen from a list of titles prescribed by the IB for each examination session. The maximum length for the essay is 1,600 words. All essays are externally assessed by the IB.

### **Part 2 The presentation**

One ten-minute presentation to the class by an individual or a group. The topic will be chosen by the student and should be based on a real-life situation of interest to the student.

## **Group 1: Language A:Literature**

### **Internal Assessment**

All of the work completed in this part is internally assessed and graded, however it is checked by the IBO.

### **Individual Oral Commentary (20 minutes)**

It is a 10-minute formal oral commentary presentation based on the poems studied in Part 2 with two or three subsequent questions. First part of the presentation is followed by a 10-minute discussion based on one of the other part 2 works. The maximum mark for Individual Oral Commentary is 30.

### **Individual Oral Presentation (10-15 minutes)**

It is an oral presentation based on the literary works studied in Part 4. The presentation is internally assessed according to the same assessment criteria in Part 2, however the presentation is moderated by the IBO. The maximum mark for Individual Oral Presentation is 30.

### **External Assessment : (4 hours)**

- **Paper 1 : Literary Analysis (2 hours)**

Paper 1 consists of an essay in which the student has to write an interpretation commenting on one of two previously unseen passages: a prose and a verse. The maximum mark for Paper 1 is 20.

- **Paper 2 : Essay (2 hours)**

Paper 2 essay is based on the literary works studied in Part 3. The student has to write a literary essay using two of the literary works in order to answer one of the three questions regarding one of the different genres. The maximum mark for Paper 2 is 25.

- **Written Assignment**

Written assignment comprises a reflective statement on the literary works studied in Part 1 and an analytical essay on one of the works from Part 1 chosen by the student. The maximum mark for the written assignment is 25.

Reflective Statement 300-400 words.

Analytical Essay 1200-1500 words.

### **Group 2 Language B: English**

#### **External Assessment %75**

- **Paper 1 (1 hour 30 minutes): Productive skills**  
25%

One writing task of 450-600 words from a choice of three

- **Paper 2 (2 hours): Receptive Skills**  
50%

Listening comprehension (1 hour)

Reading Comprehension (1 hour)

## **Internal Assessment 25%**

Internally assessed by the teacher and externally moderated by the IB.

Individual oral (12-15 minutes) 25%

Based on the options: 20 minutes' preparation time and a 3-4 minutes presentation, 4-5 minutes follow-up discussion and 5-6 minutes general discussion with the teacher.

## **GROUP 3: Individuals and Societies – Turkey in the 20th century SL (SBS)**

External Assessment (3 hours) %60

### **• Paper 1 (1 hour 30 minutes) %30**

Themes: 1, 2 and 3.

Two short-answer/structured questions, based on documents, statistical data or graphics. All of the questions will cover all three disciplines. Candidates answer all questions. (45 marks)

### **• Paper 2 (1 hour 30 minutes)%30**

Themes: 4, 5 and 6.

Two extended-response questions on each topic. Each topic question will draw on two disciplines. The two questions for each topic will together cover all three disciplines. Candidates answer two questions on any one topic. (40 marks)

Internal Assessment %40

An investigative project on any area of the syllabus. Approximately 20 hours. Candidates produce a research article including at least two disciplines. 1500-2000 words in length. (50 marks)

## **Group 3: Information Technology in a Global Society**

Standart Level Assessment Specificationa

External Assessment (3 hours) 70%

### **• Paper 1 (1 hour 45 minutes) 40%**

5 questions that assess strand 1, 2, 3

Candidates answer 3/5 questions structured according to SL/HL topics.

• **Paper 2 (1 hour 15 minutes) 30%**

This paper is an unseen article about which candidates need to write an answer. (26 Marks)

**Internal Assessment 30%**

This component is internally assessed and externally moderated by the IBO.

**Project (30 hours)**

Development of a BT product for a specific client.

Students should produce the following:

An appropriate cover page

An original BT Product

Supporting documents (Word count 2000 words). (30 Marks)

High Level Assessment Specifications

• **Paper 1 (2 hours 15 minutes) 35%**

This paper consists of 3 parts which assess the three aspects of the lesson.

**Part A**

Candidates answer 2/3 questions structured on the basis of SL/HL basic topics.

**Part B**

Candidates answer one of the two questions structured according to 3.10 'Information Technology in Organisations'

**Part C**

Candidates answer one of the two questions with regards to 3.11 'Robotic, Artificial Intelligence and specialized systems'

(80 Marks)

• **Paper 2 (1 hour 15 minutes) 20%**

This paper consists of an unseen article about which the candidates need to write a reply. (26 Marks)

• **Paper 3 (1 hour 15 minutes)**

4 questions on a case study studied earlier. (30 Marks)

**Internal Assessment 20%**

This component is internally assessed and externally moderated by the IBO.

**Project (30 Hours)**

Development of a BT product for a specific client.

Students should produce the following:

An appropriate cover page

An original BT Product

Supporting documents (Word count 2000 words). (30 Marks)

**GROUP 4: Experimental Sciences – Physics, Chemistry, Biology HL / SL**

Standard Level Assessment Specifications

Component	Overall Weighting (%)	Format and syllabus coverage
Paper 1	20	30 multiple-choice questions
Paper 2	32	Section A: one data-based question and several short-answer questions (compulsory) Section B: two extended-response questions (from a choice of 3)
Paper 3	24	Several short-answer questions on two options studied

Component	Overall weighting(%)	Format and syllabus coverage
Paper 1	20	40 (+/-15) SL plus related, 5 from the syllabus and 20 AHL related multiple-choice questions
Paper 2	32	Section A: one data-based question and AHL /Syllabus related several short-answer questions (compulsory) Section B: One extended-response question on the core (from a choice of 4)
Paper 3	24	Several short-answer questions in each of the two options studied and one extended question (compulsory)

## High Level Assessment Specifications

### INTERNAL ASSESSMENTS

The same internal assessment criteria are used for both SL and HL.

There are five assessment criteria that are used to assess the work of both SL and HL students.

- Design—D
- Data collection and processing—DCP
- Conclusion and evaluation—CE
- Manipulative skills—MS
- Personal skills—PS

The first three criteria—design (D), data collection and processing (DCP) and conclusion and evaluation (CE)—are each assessed twice.

Manipulative skills (MS) is assessed summatively over the whole course and the assessment should be based on a wide range of manipulative skills.

Personal skills (PS) is assessed once only and this should be during the group 4 project.

$$D \times 2 = 12$$

$$DCP \times 2 = 12$$

$$CE \times 2 = 12$$



$$MS \times 1 = 6$$

$$PS \times 1 = 6$$

This makes a total mark out of 48.

The marks for each of the criteria are added together to determine the final mark out of 48 for the IA component. This is then scaled at IBCA to give a total out of 24%.

## **GROUP 5- Mathematics**

### Standard Level Test Specifications

#### Internal Assessment (Mathematical Research)

The internal assessment for Mathematics Standard Level comprises 1 component, the value of the component is 20%

Internal assessment in mathematics SL is an individual research. This is a piece of written work that involves investigating an area of mathematics. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.

**External Assessment (3 hrs)** the value of the component is 80%

- The external assessment includes two components which are paper 1 and paper 2.

• **Paper 1 (1 hour 30 minutes) (40%)**

No calculator allowed (90 marks )

**Part A**

Compulsory short response questions based on whole syllabus.

**Part B**

Compulsory extended-response questions based on the whole syllabus.

• **Paper 2 (1 hour 30 minutes) (40%)**

Graphic display calculator required (90 marks)

**Part A**

Compulsory short response questions based on whole syllabus .

**Part B**

Compulsory extended-response questions based on whole syllabus.

## **HL Assesment Specifications**

### **The internal assessment (computational research)**

Internal assessment for maths is based on a computational research and its value is 20%.

The works are internally assessed by the teacher and moderated by IBO.

### **External Assesment (5 hours) 80%**

External Assesment has three components such as paper 1, paper 2 and paper 3.

• **Paper 1 (2 hours) (30 Marks)**

No calculator allowed (100 Marks)

Part A

Short-answer questions consisting whole syllabus

Part B

Extended questions consisting whole syllabus

• **Paper 2 (2 hours) (30%)**

Graphic display calculator required (100 marks)

Part A

Short-answer questions consisting whole syllabus

Part B

Extended questions consisting whole syllabus

• **Paper 3 (1 hour) (20%)**

Graphic display calculator required (50 marks)

Extended required questions on the chosen option.

## **GROUP 6- Visual Arts**

Both HL and SL courses now have an 'A' and a 'B' option.

A) With the 'A' option, 60% of the final grade is determined by the externally examined final show, with 40% of the grade internally assessed on the Investigation Books.

B) With the 'B' option, 60% of the final grade is determined from the externally assessed Investigation Books, with 40% of the grade determined by internal assessment of the studio work.

Internal Assessment

Investigation Workbooks : 40%

The internal examiner will be using the Investigation Workbook HLA markband descriptors that refer to the achievement levels on scale of 1-20 (20 being the highest)

In the investigation work, the examiner is looking for evidence of:

- Depth and breadth of ideas in relation to exploration of arts in historical and cultural contexts
- Coherent, focused, and individual investigative strategies into visual qualities
- The use of diverse strategies for investigating artworks through theory and practice, examining visual qualities, ideas, and contexts
- The ability to use vocabulary and language accurately in relation to discussing art and art-making
- Clearly communicated ideas presented via text and image in an effective and aesthetic manner
- Work presented articulately, thoughtfully, coherently, and comprehensively
- A range of primary and secondary sources included in the sample pages fully referenced
- Practical use of varied skills, techniques, and processes, using experimental and sustained approaches in order to develop art-making ideas

- The application and use of a variety of skills, techniques, and processes when writing, discussing, interpreting, and responding to artworks and presenting reasoned opinions
- The practical application of studies of selected topics both in depth and breadth
- Connections between the student's work and the work of others
- A variety of skills, techniques, and processes that demonstrate the relationship between investigation and studio work

## External Assessment

### Studio Work 60%

External examiners will be using the Studio work HLA markband descriptors that refer to the achievement levels on scale of 1-20 (20 being the highest)

In studio work, the examiner is looking for evidence of:

- Experimentation and the development of ideas in artwork leading to successful resolution
- The selection and use of a variety of artistic and cultural strategies, media, and styles
- An ongoing process of review, modification, and refinement
- Inventive approaches to experimentation and exploration using diverse strategies, ideas, techniques, and media
- The ability to select and employ materials appropriately leading to coherent use of materials
- The development of a sense of self in relation to other people, places, and times
- Cultural and historical sources being used appropriately to inform and construct artwork
- Knowledge of how to make informed reflective, critical judgments, and use them when evaluating their own studio work (HLA)

## **Appendix 3 Handbook of Procedures-Diploma Requirement Codes**

A candidate will not qualify for the award of the diploma if certain requirements have not been met. (Refer to the General regulations: Diploma Programme.) The following codes indicate which requirements have not been met.

### **These codes apply to all diploma (and retake) candidates.**

1. Candidate's total points are less than 24.
2. An N has been given for one or more subjects, theory of knowledge or the extended essay.
3. A grade E has been awarded for both theory of knowledge and the extended essay.
4. There is a grade 1 awarded in any subject and level.

5. CAS requirements have not been completed.
6. Candidate is guilty of malpractice.
7. Grade 3 or below has been awarded four or more times.

**These codes apply to diploma (and retake) candidates with 24 to 27 points inclusive.**

8. There is one or more grade 2 awarded at higher level.
9. Grade 2 at standard level awarded two or more times.
10. Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
11. Candidate has registered for three standard level subjects, and gained fewer than 9 points on these.
12. Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
13. Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.

**These codes apply to diploma (and retake) candidates with 28 points or more.**

14. Grade 2 at higher level awarded two or more times.
15. Grade 2 at standard level has been awarded three times.
16. Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
17. Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
18. Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
19. Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.
20. Candidate has a grade E in either the extended essay or theory of knowledge.