



Goetheschule Essen

Assessment Policy

1. Assessment Principles

“Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning ... The goal of assessment is information-based decision-making. To put it another way, the end of assessment is action.”

Barbara E. Walvoord, *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education*. San Francisco: Jossey Bass, 2nd ed., 2010, p. 2ff

Students	Self-Assessment	Do I take responsibility for my own learning? How well am I doing? How could I improve?
	Peer-Assessment	What can I do to help others? What can I learn from them?
Parents	Parental Assessment	How can we foster learning experiences which promote creativity, social responsibility, tolerance and international-mindedness?
Teachers and Tutors	Summative Assessment	What is students' current performance?
	Formative Assessment	How could students improve?
IB Coordinator, Administration, Head of School, School Council	Institutional Assessment	How can we use the information to improve <ul style="list-style-type: none"> • student learning? • working conditions of teachers? • communication with parents?

Continuous assessment is an integral part of the learning process, both in the German Abitur and the International Baccalaureate Diploma Programme. At our school, we believe that continuous assessment helps us to understand what our students have learned, identify areas where they may need additional support, and measure the effectiveness of our teaching methods.

All members of the school community at Goetheschule Essen take an active part in the process in order to maintain or improve the quality of learning and teaching.

The focus of our assessment activities is on establishing a learning environment which meets the individual needs of the students and enables them to develop their full potential.

We believe in using a variety of assessment methods, including both formative and summative approaches, to get a well-rounded understanding of our students' abilities and needs. Formative assessment, such as quizzes, practice tests, and class participation, helps us to gauge student understanding in real-time and make adjustments to our teaching as needed. Summative assessment, such as exams and final projects, allows us to measure student learning at the end of a unit or course.

We also believe in using authentic assessment techniques, such as problem-based learning, group projects, and simulations, to give students the opportunity to apply their knowledge and skills in real-world contexts.

The main benefits of a continuum of effective assessment work are that

- students, parents and teachers are aware of assessment practices and programme requirements
- students reflect on their development and take responsibility for their own learning on the basis of professional feedback
- teachers are enabled to diagnose learning difficulties at an early point and differentiate their instruction accordingly and/or align resources to students' needs
- teachers are allowed to (re-)evaluate their course outlines and their teaching practices
- the school's IB Administration Group is allowed to monitor the workload in the international programme closely, since the students' progress towards Abitur and IB is constantly recorded and analysed.

Ultimately, our goal is to use assessment to support student learning and growth, rather than just evaluating their performance. We strive to create a positive and supportive learning environment in which all students feel comfortable taking risks and trying new things, knowing that their efforts will be recognized and valued.

For further details, please see the ***The IB Learner Profile***.

2. The Rights and Responsibilities of our School Community

As part of our school's assessment policy, we recognize that all members of the school community have certain rights and responsibilities.

Students have the right to:

- Be treated fairly and with respect in all assessment processes;
- Receive clear and concise feedback on their performance;
- Know the criteria and standards by which they will be evaluated;
- Have access to resources and support to help them succeed academically;
- Challenge the accuracy and fairness of their assessment results, if they believe there has been a mistake.

Students also have the responsibility to:

- Participate actively in the learning process and prepare for assessments;
- Complete all assignments and assessments to the best of their ability;
- Seek help and support if they are struggling with coursework or assessments;
- Respect the rights and needs of their classmates and the school community.

Teachers have the right to:

- Use a variety of assessment methods to evaluate student learning;
- Expect students to complete all assignments and assessments to the best of their ability;
- Receive support and resources from the school and district to help them effectively assess student learning.

Teachers also have the responsibility to:

- Clearly communicate expectations and criteria for student assessments;
- Provide timely and constructive feedback to students on their performance;
- Ensure that all assessments are fair, valid, and reliable measures of student learning;
- Respect the rights and needs of their students and the school community.

Parents and guardians have the right to:

- Understand the assessment methods and processes used in their child's education;
- Have access to resources and support to help their child succeed academically.

Parents and guardians also have the responsibility to:

- Support their child's learning by providing a positive and supportive home environment;
- Encourage their child to actively participate in the learning process and complete all assignments and assessments to the best of their ability;
- Stay informed about their child's progress and communicate with teachers as needed.

Administrators and school board members have the right to:

- Develop and implement policies and procedures related to assessment and evaluation;
- Expect teachers to use effective assessment practices and provide timely and constructive feedback to students;
- Receive regular updates on student performance and the effectiveness of assessment practices.

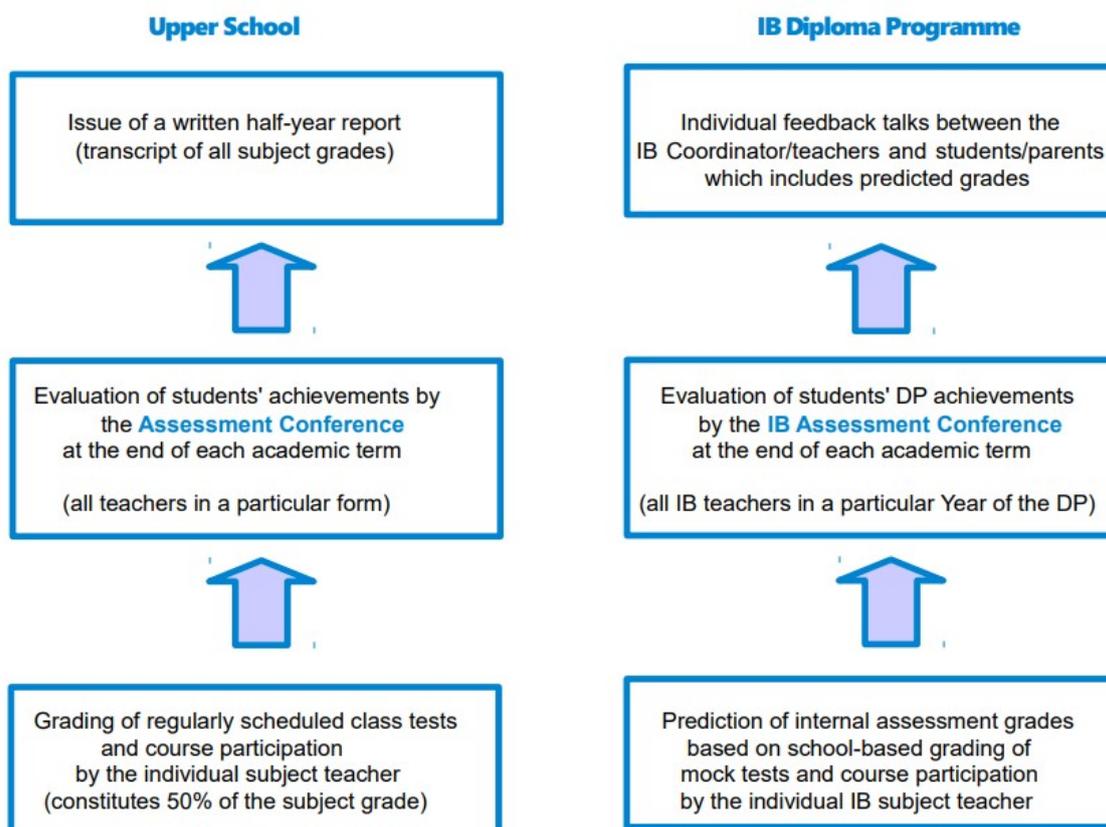
Administrators and school board members also have the responsibility to:

- Ensure that all students have equal access to quality education and assessment opportunities;
- Provide support and resources to teachers to help them effectively assess student learning;
- Communicate with parents and guardians about student progress and assessment practices.

3. Effective Assessment Practices

3.1 The Organisational Framework

Assessment of achievements in Upper School and the IB Diploma Programme follows a regular procedure:



3.2 The Grading System

Passing grades awarded for criteria-referenced tasks in the international programme are translated according to this chart:

Grade	Abitur	IB Subjects	IB Core	Equivalents:
sehr gut	15-13 points	7 points	A	excellent
gut	12-10 points	6 points	B	good
befriedigend	9-7 points	5 points	C	satisfactory
ausreichend	6-4 points	4 points	D	elementary

Diploma Programme students follow six courses at higher level or standard level. The grades awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on Theory of Knowledge and the Extended Essay. Therefore, the highest total that a Diploma Programme student can be awarded is 45 points. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole diploma and to satisfactory participation in creativity, action and service (CAS).
<http://www.ibo.org/diploma/assessment/results/>

3.3 Forms of Criteria-Related Assessment

Students are assessed against agreed learning objectives which are available to students and parents. The forms of assessment in Upper School may include

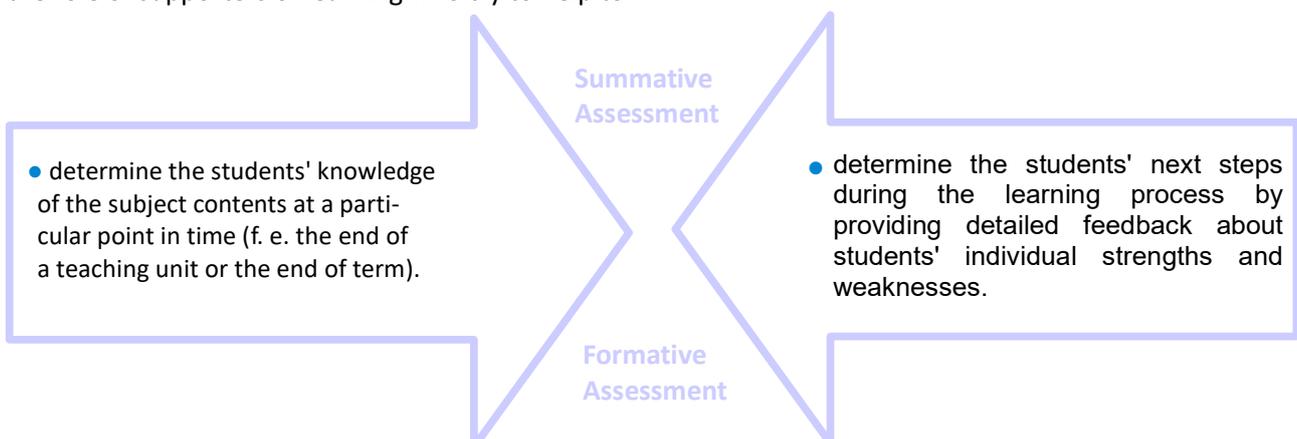
- written assignments
- oral presentations
- tests and (mock) examinations
- research papers
- projects
- laboratory work.

IB-specific forms of assessment are:

- mathematical exploration
- geographical field work
- historical investigation
- multiple-choice tests.

3.4 Main Assessment Purposes

In the IB Diploma Programme, which is either externally assessed or externally moderated, students and teachers generally develop a sense of 'being in the same boat' and 'working to the same end'. Teachers take the role of supporters of learning who try to help to:



3.5 Formal Assessment

The dual qualification of Abitur and IB requires students to learn in two different systems which have different forms of formal assessment. At Goetheschule Essen we attempt to avoid duplicity and instead ensure complementarity in the following way:

Formal Assessment in the National System	Structural Overlap	Formal Assessment in the IB Diploma Programme
In Year 11 and 12 students are required to take written tests in German, Mathematics, a foreign language and an elective.	IB teachers take the mandatory course tests as a means to measure students' progress towards the Abitur AND the IB over the two-year-period.	No mandatory course tests. (Some assignments are completed by students over an extended period under teacher supervision instead of examination conditions.)
Students take their final written examinations at the end of their second year over a period of approximately four weeks in April and/or May.	The school ensures that the duration of final written examinations does not exceed six hours in total on a single day.	Students take their final examinations at the end of their second year over a period of approximately three weeks in May.
Teachers are free to decide which kinds of criteria-related internal assessment components students are required to complete as part of their general course participation.	Students receive marks in the national system for their interactive IB orals, TOK presentation, IB lab reports, their written investigation in IB History and their Geography field studies.	Students are required to complete mandatory internal assessment components which are marked against set standards.
No external assessment components over the two-year-period.	Students receive marks in the national system for their extended essay which is acknowledged as a 'Facharbeit' and replaces one mandatory written course test.	Students are required to complete external assessment components which are marked against set standards.

4. Assessment in the IB Diploma Programme

4.1 IB Assessment Components

The DP utilizes both internally and externally assessed components to assess student performance. The types of components include: essays, structured problems, short answer questions, responses to data or text, case studies, and some use of multiple choice questions. Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under teacher supervision forms part of the assessment for several programme areas, including Theory of Knowledge (TOK) essays and the Extended Essay (EE). In most subjects, students also complete in-school assessment tasks, which are either externally assessed or marked by teachers and then moderated by the IB. By its nature, DP assessment is

summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, are also used formatively throughout the teaching and learning process.

Student performance is measured, using a variety of different methods, against the characteristics of the work expected of each grade level (i.e. grade descriptors), reflecting the aims and objectives of each subject. Assessment objectives and criteria-related grade descriptors are provided by the IBO for all subjects. It is the responsibility of the IB subject teacher to inform students in detail about assessment expectations so that students may judge their own performance and develop strategies to improve.

Internal and external assessment timelines are regularly published in the IB School Calendar to help students organize their work in realistically manageable loads.

4.2 DP Scores

4.2.1 Grading

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student's final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance—including successful completion of the 3 elements of the core. TOK and EE are awarded individual grades and may collectively contribute up to three additional points towards the overall diploma score. CAS does not contribute to the points total, but authenticated participation is a requirement for the award of the diploma.

A **diploma** is awarded if all conditions have been met in compliance with part B "General regulations: Diploma Programme".

A **bilingual diploma** is awarded to a successful candidate who fulfils one or more of the following criteria.

Completion of two languages selected from studies in language and literature subjects with the award of a grade 3 or higher in both languages.

Completion of one of the subjects from individuals and societies, or sciences in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

4.2.2 Higher level versus Standard Level Courses

Awarding the same number of points for both HL and SL courses reflects the IB philosophy of the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Worldwide, the maximum possible diploma points total, 45 (6 courses x 7 points + 3 total points for the EE and TOK), is achieved by less than 1% of candidates. About 5% of candidates gain more than 40 points. The average score is around 30 points.

The DP curriculum structure defines the framework in which assessment operates. DP assessments support and encourage the teaching and learning intended by the DP curriculum, as well as providing evidence for the certification of achievement for university admission. The DP aim of encouraging students to be "inquiring, knowledgeable and caring" and become "active, compassionate and lifelong learners" - as stated in the IB learner profile - is reflected in all assessments.

4.2.3 Internal Assessment

Internal or teacher assessments are used for most courses. This may include: oral work, fieldwork, laboratory work, or artistic performances. These normally contribute between 20% and 30% of the subject assessment, but can account for as much as 50% in some courses. Internal assessments allow students to provide evidence of achievement against objectives that do not lend themselves to external examination. Such work can be very flexible in the choice of topic, making internal assessment a valuable addition to students' education and improving the validity of the assessment process and learning experience as a whole. To ensure the marking reliability of internally assessed work, every school has a sample of their marking re-marked by a moderator. Statistical comparisons and linear regression techniques are used to determine the degree to which the original teacher's marks need adjusting to bring them in line with the set standards.

4.3 Recording and Reporting DP Assessment

Student's internal assessments are stored on a secure platform provided by the school authorities. Access is limited to the IB Coordinator, the Exams Manager and the Head School. Teachers are not allowed to store IB marks on private computers. Internal marks and predicted grades are reported to the IBO using the IB information system (IBIS), a secure web-based service used by DP coordinators.

4.4 Internal Moderation

To ensure that internally marked coursework is at the standard defined by the IB and that students receive a true reflection of their marks, our school implements a process of internal moderation and quality checks. This involves having multiple teachers review and evaluate a sample of students' work to ensure that it meets the established criteria and standards. This process allows us to identify any discrepancies or inconsistencies in the marking process and make necessary adjustments to ensure that all students are fairly and accurately evaluated. We also encourage teachers to engage in professional development opportunities and collaborate with their colleagues to maintain and improve their knowledge and skills in assessment and evaluation. By following these practices, we can ensure that our students receive a consistent and accurate assessment of their performance and a true reflection of the marks they will receive.

To ensure that our assessments are consistently and accurately evaluated, our school has established practices for internal standardizing of assessment. This involves establishing clear criteria and standards for each assessment, training teachers on these criteria and standards, and providing ongoing support and professional development to ensure that they are being applied consistently. We also regularly review and refine our assessment practices to ensure that they are fair, valid, and reliable measures of student learning. Additionally, we use a variety of assessment methods, including formative and summative assessments, authentic assessments, and multiple measures, to get a well-rounded understanding of student performance. By following these practices, we can ensure that our assessments accurately reflect student learning and provide valuable information to support student growth and development.

4.5 Publication of Results

Soon after the official results are released in July, the final candidate marks for each assessment component are made available, as well as the examination papers and their associated mark schemes. After the release of results, the "enquiry upon results" service allows schools to request a re-mark of a candidate's work if they feel the result is not a fair reflection of their performance. Subject grades may be raised or lowered. Schools may also request the return of copies of the externally marked work for a given component, allowing teachers to see how a piece of work has been marked. Re-moderation of an internally assessed coursework sample is also available in cases where a teacher's marks were reduced by an average of 15% or more of the component's maximum mark through moderation.

5. Subject-Specific DP Scores

5.1 Studies in Language and Literature

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

5.2 Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle

ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

5.3 Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

5.4 Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all basic and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to basic and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most basic information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information. Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding of the message; students rarely sustain participation in simple exchanges. The message is rarely clear. Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

5.5 Individuals and Societies

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

5.6 The Sciences

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

5.7 Mathematics

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate

knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator’s functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

5.8 Extended Essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline;

ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

5.9 Theory of Knowledge

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

For further details, please see *Diploma Programme Grade descriptors*. Updated September 2021.

6. Subject-Specific Requirements

6.1 Literature

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Oral Work	internal	Individual oral	Feb – Mar, Year 2	35% (SL) 20% (HL)
Paper 1	external	Literary text analysis (similar to Abitur)	May, Year 2	35% (SL & HL)
Paper 2	external	Comparative essay on at least two works studied	May, Year 2	35% (SL) 25% (HL)
HL essay	external	Essay on one non-literary body of work, or a literary work studied during the course		20% (HL)

Assessment Objectives*:

Know, understand and interpret:

- a range of texts, works and/or performances, and their meanings and implications
- contexts in which texts are written and/or received
- elements of literary, stylistic, rhetorical, visual and/or performance craft
- features of particular text types and literary forms. Analyse and evaluate:
 - ways in which the use of language creates meaning
 - uses and effects of literary, stylistic, rhetorical, visual or theatrical techniques
 - relationships among different texts
 - ways in which texts may offer perspectives on human concerns.

Communicate

- ideas in clear, logical and persuasive ways
- in a range of styles, registers and for a variety of purposes and situations

* *Diploma Programme Language A: language and literature guide*. First examinations 2021. Ed. by the International Baccalaureate Organisation, Updated February 2021

6.2 Language B: English, French B, Spanish

Type of Assessment	External/ Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Oral Work	internal	Individual Oral	Mar – Apr, Year 2	25% (SL & HL)
Paper 1	external	Productive skills	May, Year 2	25% (SL & HL)
Paper 2	external	Receptive skills	May, Year 2	50% (SL & HL)

Assessment Objectives*:

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

* *Language B guide*. First assessment 2020. Updated August 2021.

6.3 Language ab initio: French, Spanish

Type of Assessment	External/ Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Oral Work	internal	Individual Oral	Mar – Apr, Year 2	25%
Paper 1	external	Productive skills	May, Year 2	25%
Paper 2	external	Receptive skills	May, Year 2	50%

Assessment Objectives:*

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

* *Language ab initio guide*. First assessment 2020. Updated August 2021

6.4 History

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Study Report	internal	Historical investigation	Sept – Nov, Year 2	25% SL 20% HL
Paper 1	external	Source-based paper	May, Year 2	30% SL 20% HL
Paper 2	external	Essay paper	May, Year 2	45% SL 25% HL
Paper 3	external	For the selected region, answer three essay questions.		35% HL

Assessment objective 1: Knowledge and understanding

- Demonstrate detailed, relevant and accurate historical knowledge.
- Demonstrate understanding of historical concepts and context.
- Demonstrate understanding of historical sources. (Internal assessment and paper 1)

Assessment objective 2: Application and analysis

- Formulate clear and coherent arguments.
- Use relevant historical knowledge to effectively support analysis.
- Analyse and interpret a variety of sources. (Internal assessment and paper 1)

Assessment objective 3: Synthesis and evaluation

- Integrate evidence and analysis to produce a coherent response.
- Evaluate different perspectives on historical issues and events, and integrate this evaluation effectively into a response.
- Evaluate sources as historical evidence, recognizing their value and limitations. (Internal assessment and paper 1)
- Synthesize information from a selection of relevant sources. (Internal assessment and paper 1)

Assessment objective 4: Use and application of appropriate skills

- Structure and develop focused essays that respond effectively to the demands of a question.
- Reflect on the methods used by, and challenges facing, the historian. (Internal assessment)
- Formulate an appropriate, focused question to guide a historical inquiry. (Internal assessment)
- Demonstrate evidence of research skills, organization, referencing and selection of appropriate sources. (Internal assessment)

* *History guide*. First examinations 2020. Updated May 2019

6.5 Geography

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Internal Assessment	internal	Written report based on fieldwork.	Year 2	25% (SL) 20% (HL)
Paper 1	external	Geographic themes	May, Year 2	35% SL & HL
Paper 2	external	Geographic perspectives – global change	May, Year 2	30% SL 25% HL
Paper 3	external	Geographic perspectives — global interactions	May, Year 2	20% HL

Assessment Objectives:*

There are four assessment objectives (AOs) for the SL and HL Diploma Programme geography course. Having followed the course at SL or HL, students will be expected to do the following.

1. Demonstrate knowledge and understanding of specified content
 - Demonstrate knowledge and understanding of the core theme—global change
 - Demonstrate knowledge and understanding of two optional themes at SL and three optional themes at HL
 - At HL only, demonstrate knowledge and understanding of the HL extension—global interactions
 - In internal assessment, demonstrate knowledge and understanding of a specific geographic research topic
2. Demonstrate application and analysis of knowledge and understanding
 - Apply and analyse geographic concepts and theories
 - Identify and interpret geographic patterns and processes in unfamiliar information, data and cartographic material
 - Demonstrate the extent to which theories and concepts are recognized and understood in particular contexts
3. Demonstrate synthesis and evaluation
 - Examine and evaluate geographic concepts, theories and perceptions
 - Use geographic concepts and examples to formulate and present an argument
 - Evaluate materials using methodology appropriate for geographic fieldwork
 - At HL only, demonstrate synthesis and evaluation of the HL extension—global interactions
4. Select, use and apply a variety of appropriate skills and techniques
 - Select, use and apply the prescribed geographic skills in appropriate contexts
 - Produce well-structured written material, using appropriate terminology
 - Select, use and apply techniques and skills appropriate to a geographic research question

* *Diploma Programme Geography Guide*. First Examinations 2019.

6.6 Sciences (Biology, Physics, Chemistry)

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Practical work	internal	general laboratory work	Year 1	20% (SL & HL)
Paper 1	external	multiple-choice questions	May, Year 2	20% (SL/HL)
Paper 2	external	data-based questions	May, Year 2	40% (SL) 36% (HL)
Paper 3	external	This paper will have questions on core and SL option material.	May, Year 2	20% SL 24% (HL)

Assessment Objectives:

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science.

It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. communicating scientific information.

2. Apply:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- a. hypotheses, research questions and predictions
- b. methodologies and techniques
- c. primary and secondary data
- d. scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

* *Biology guide*. First assessment 2016. Updated November 2022

6.7 Mathematics

Type of Assessment	External/ Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Internal Assessment	internal	Mathematical exploration	Year 1	20% (SL & HL)
Paper 1	external	Short- and extended-response questions	May, Year 2	40% (SL) 30% (HL)
Paper 2	external	Short- and extended-response questions	May, Year 2	40% (SL) 30% (HL)
Paper 3	external	Two compulsory extended response problem-solving questions	May, Year 2	20% (HL)

Assessment Objectives:

The assessment objectives for biology, chemistry and physics reflect those parts of the aims that will be formally assessed either internally or externally. These assessments will centre upon the nature of science.

It is the intention of these courses that students are able to fulfill the following assessment objectives:

1. Demonstrate knowledge and understanding of:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. communicating scientific information.

2. Apply:

- a. facts, concepts and terminology
- b. methodologies and techniques
- c. methods of communicating scientific information.

3. Formulate, analyse and evaluate:

- a. hypotheses, research questions and predictions
- b. methodologies and techniques
- c. primary and secondary data
- d. scientific explanations.

4. Demonstrate the appropriate research, experimental, and personal skills necessary to carry out insightful and ethical investigations.

* *Mathematics: analysis and approaches guide* First assessment 2021. Updated November 2020

6.8 Theory of Knowledge

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Exhibition	internal	For this component, students are required to create an exhibition that explores how TOK manifests in the world around us.	Year 1	33%
Essay	external	an essay in response to one of the six prescribed titles that are issued by the IB	Jan- Feb, Year 2	67%

Assessment Objectives:

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

- demonstrate TOK thinking through the critical examination of knowledge questions
- identify and explore links between knowledge questions and the world around us
- identify and explore links between knowledge questions and areas of knowledge
- develop relevant, clear and coherent arguments
- use examples and evidence effectively to support a discussion
- demonstrate awareness and evaluation of different points of view • consider the implications of arguments and conclusions

* *Theory of knowledge guide*. First assessment 2022. Published February 2020

6.9 Extended Essay

Type of Assessment	External/Internal	Format	Time Schedule (specified in IB School Calendar)	Weighting of Final Grade (%)
Essay	external	Academic essay (4,000 word max.) in a subject chosen by the student after consultation with the Extended Essay Coordinator.	Sep – Feb, Year 1	The extended essay contributes to the overall diploma score through the award of points in conjunction with TOK.

Assessment Objectives:*

The method of assessment is criterion-related. Please consult the school's IB website for a detailed overview of all subjects and subject-specific criteria.

* *Extended essay Guide*. Published February 2016. Updated November 2022

7. References

Our school's assessment policy is part of the school community's mission to encourage critical and self-reflective learning in an international context. The following publications are designed to introduce students and parents to the Diploma Programme's goals, requirements and practices. We recommend students obtain a copy of each from the IB Coordinator at the beginning of the programme or to download some of the material from the school's IB website www.goetheschule-ib.de.

- *B1 General regulations: Diploma Programme.*

This section in the *Diploma Programme Assessment Procedures* summarizes the most important points about the programme; it explains about the award of the IB Diploma, the possibility of an enquiry upon results and the role of the final award committee.

- The IB School Calendar

At the beginning of the programme all DP students sign a declaration to confirm that they intend to abide by the IB School Calendar deadlines and accept the consequences set by their individual teachers for late assignments. The calendar is therefore an indispensable means for students to help them manage their time and plan their learning.

- The School's Inclusive Education Policy

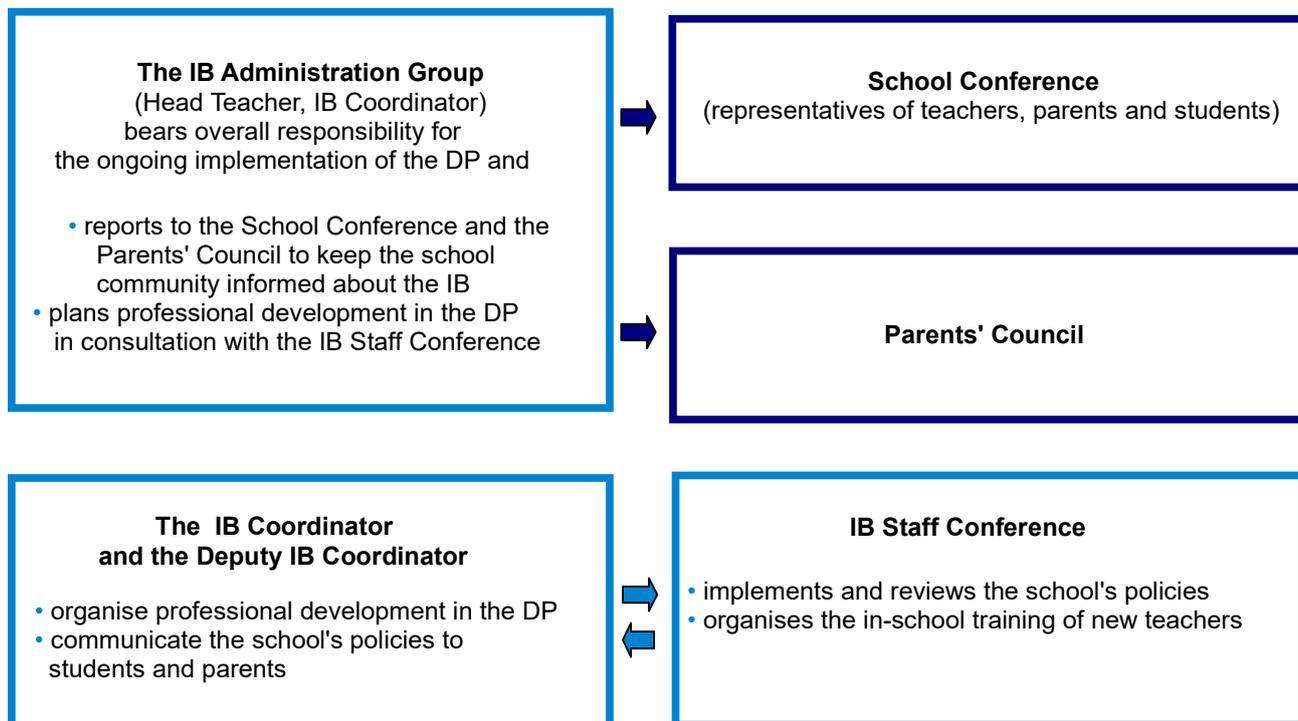
We expect students and parents to communicate adverse circumstances and significant medical needs which may justify late submission at the earliest opportunity. If a student's learning is affected over a longer period of time, the IB Coordinator may have special arrangements for this student to be made by the school or to be authorized by the IBO.

- The School's Academic Integrity Policy

Academic integrity is one of the core values at Goetheschule Essen. Consequently, strong measures are taken by our school to discourage plagiarism. Plagiarized work will under no circumstances be accepted for assessment. Detailed information about intellectual property, malpractice and proper conduct during exams can be found in our Academic Honesty Policy.

8. Institutional Embedding of the Assessment Policy

8.1 Roles and Responsibilities



8.2 The Assessment Policy Review Process

- Please note: The school's Assessment Conference is not responsible for implementing, evaluating or revising the Assessment Policy; it solely functions as an instrument to trace students' development in the DP and provide feedback on their learning needs.
- If syllabus changes require new course outlines with reviewed assessment rules and expectations, the IB Staff Conference commissions a topic-related project group to adapt the school's assessment policy and submit the draft to the Staff Conference for final examination. This group is called Assessment Policy Revision Group.
- If no syllabus changes occur, the Assessment Policy is going to be reviewed within a regular five-year-cycle.

This policy was developed on 29th March 2012 by the IB Staff Conference, based on *Guidelines for Developing a School Assessment Policy in the Diploma Programme*, ed. by the International Baccalaureate Organization (IBO), 2010, and *Diploma Programme Assessment Principles and Practice*. It was last revised on 29th December 2022.